

Where is Critical Thinking in the ELA Standards?

<http://www.corestandards.org/ELA-Literacy/CCRA/R>

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Where is Critical Thinking in the Speaking and Listening Standards?

<http://www.corestandards.org/ELA-Literacy/CCRA/SL>

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

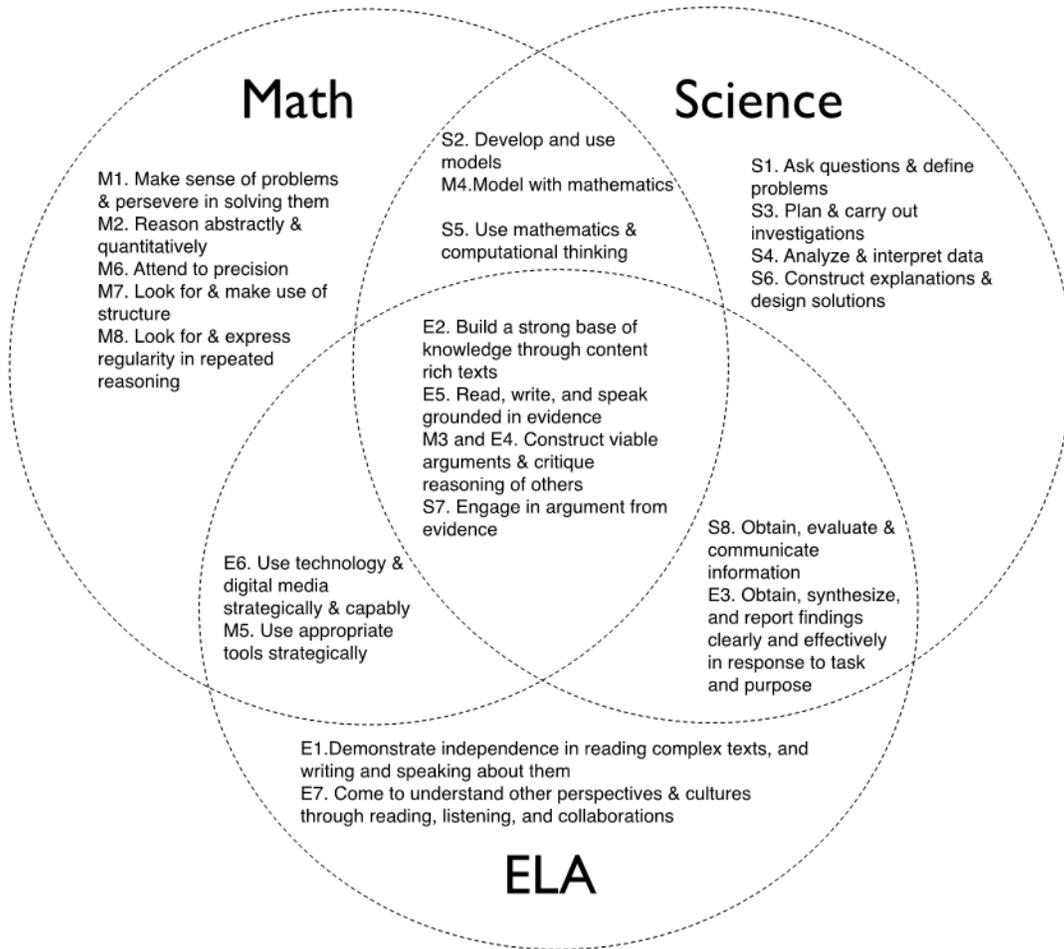
Where is the language of critical thinking found in the above anchor standards? List it here:

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Critical Thinking: Interdisciplinary Overlaps in the CCSS

Relationships and Convergences Found in the Common Core State Standards in Mathematics (practices), Common Core State Standards in ELA/Literacy*(student portraits), and A Framework for K-12 Science Education (science & engineering practices)

These student practices and portraits are grouped in a Venn diagram. The letter and number set preceding each phrase denotes the discipline and number designated by the content standards or framework. The Science Framework will be used to guide the production of the Next Generation Science Standards.



Sources:

Common Core State Standards for English Language Arts & Literacy* in History/Social Studies, Science, and Technical Subjects, p7.
Common Core State Standards for Mathematical Practice p6-8.
A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, chapter 3: 41-82.

Citation:

Cheuk, T. (2012). Relationships and Convergences Found in the Common Core State Standards in Mathematics (practices), Common Core State Standards in ELA/Literacy*(student portraits), and A Framework for K-12 Science Education (science & engineering practices).

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Information, Inferences and Assumptions Worksheet

Video at 1:00

Information: What is the situation?	Inference: What conclusion can you make?	Assumptions: What are my beliefs?

Video at 1:30

Information: What is the situation?	Inference: What conclusion can you make?	Assumptions: What are my beliefs?

Explication Worksheet

SEEI: State, Elaborate, Exemplify, Illustrate

The text is about...

In other words...

For example...

To give you an analogy...

Purpose of the Thinking:

What is Jason Sadler's purpose?

State the Question:

What question is Jason Sadler trying to solve?

Gather the information:

What information do I need to answer this question? Do I have enough?
In my information accurate/relevant?

Watch your Inferences:

What conclusions am I coming to? Are there any other conclusions I should consider?

Check your Assumptions:

What is Jason Sadler assuming? Am I assuming something I shouldn't?

Clarify your Concepts:

What idea am I using in my thinking? Is this idea causing a problem for me or others?

Understand your Point of View:

How am I looking at this situation? Is there another reasonable way to look at the situation?
Or is my view the only reasonable view?

Think through the Implications:

If I decide to do "X," what things might happen?
If I decide not to do "X," what things might happen?

Parts of our Thinking Worksheet

Purpose of the Thinking:

State the Question:

Gather the information:

Watch your Inferences:

Check your Assumptions:

Clarify your Concepts:

Understand your Point of View:

Think through the Implications:

7 Worst International Aid Ideas

<http://matadornetwork.com/change/7-worst-international-aid-ideas/>
retrieved on October 15, 2013

Maybe their hearts were in the right place. Maybe not. Either way, these are solid contenders for the title of “worst attempts at helping others since colonialism.”

1. One million t-shirts for Africa

Foreign aid circles employ the cynical acronym *SWEDOW* (stuff we don't want) to describe initiatives like Jason Sadler's [1 Million T-Shirts](#) project. Sadler had admittedly never been to Africa, and had never worked in an aid or development environment before. But he cared a great deal, and came up with the idea to send a million free shirts to Africa in order to help the people there. Like some sort of lightning rod for the combined venom of the humanitarian aid world, Jason found himself pilloried across the web in a matter of weeks. Everyone from armchair bloggers to senior economists spat fire on his dream until it eventually ground to a halt. In July 2010, Jason threw in the towel and abandoned his scheme. And somewhere in Africa, an economy sighed in relief.

Why was the idea so bad?



Image via [PDX Reader](#)

Firstly, it's debatable whether there is actually a need for T-shirts in Africa. There is practically nowhere that people who want shirts are unable to afford them. Wanting to donate them is a classic case of having something you want to donate and assuming it is needed. Just because you have a really large hammer does not mean that everything in the world is a nail.

Secondly, dumping a million free shirts is inefficient. What it would cost to pack them, ship them, and transport them overland to wherever it is they are meant to go would cost close to the manufacturing cost of the shirts in the first place. That's just incredibly wasteful. If you wanted to get

people shirts, it would be far more cost effective to simply commission their manufacture locally, creating a stimulus to the local textile economy in the process.

Which brings us to the third critique of free stuff. When people in the target community already have an economy functioning in part on the sale and repair of the stuff you want to donate (shirts in this instance), then dumping a million of them free is the economic equivalent of an atom bomb. Why buy a shirt anymore when you can get a five-year supply for free? Why get yours repaired when you can simply toss it and get another? And in the process everyone who once sold shirts or practiced tailoring finds themselves unemployed and unable to provide money for themselves or their families to buy anything.

Except shirts. Because those are now free.

And before you think dumping free shirts is the sin of an uneducated maverick, Jason's poor logic was subsequently repeated by [World Vision](#), in accepting 100,000 NFL shirts to dump on some poor, shirtless village in Africa.

Read more at <http://matadornetwork.com/change/7-worst-international-aid-ideas/#Sr83reHLiJIPO3Mk.99>

Bad Charity? (All I Got Was This Lousy T-Shirt!)

<http://content.time.com/time/world/article/0,8599,1987628,00.html>

retrieved on October 15, 2013

By Nick Wadhams / Nairobi Wednesday, May 12, 2010



Spencer Platt / Getty Images

A Masai teen in Kisaju, Kenya, wears a T-shirt featuring soccer player Didier Drogba. Donations of used clothes can have an adverse effect on fragile economies

In the history of foreign aid, it looked pretty harmless: a young Florida businessman decided to collect a million shirts and send them to poor people in Africa. Jason Sadler just wanted to help. He thought he'd start with all the leftover T-shirts from his advertising company, I Wear Your Shirt. But judging by the response Sadler got from a group of foreign aid bloggers, you'd think he wanted to toss squirrels into wood chippers or steal lunch boxes from fourth-graders.

"I have thick skin, I don't mind, but it's just the way they responded — it was just, 'You're an idiot, here's another stupid idea, I hope this fails,' " Sadler, 27, tells TIME. "It really was offensive because all I'm trying to do is trying to make something good happen and motivate people to get off their butts, get off the couch and do something to help."

Little did Sadler know he had stumbled into a debate that is raging in the aid world about the best and worst ways to deliver charity, or whether to give at all. He crashed up against a rather simple theory that returned to prominence after aid failures following the 2004 Asian tsunami and 2010 Haiti earthquake: wanting to do something to help is no excuse for not knowing the consequences of what you're doing.

Sadler has never visited Africa or worked on a foreign aid project. To his critics, his pitch seemed naive with its exhortation, "Share the wealth, share your shirts — we're going to change the world." Millions of Africans who have no trouble getting shirts, and who never asked Sadler for a handout, might object to the idea that giving them more clothes will change the world. Stung from watching people donate old, useless stuff after the tsunami and earthquake, aid workers bristled. "I'm sorry to be so unkind to someone who has good intentions, but you don't get a get-home-free card just for having good intentions. You have to do things that make sense," says William Easterly, an author and New York University economics professor who is a leading critic of bad aid. "If a surgeon is about to operate on me, I'm not all that interested in whether he has good intentions. I hope he doesn't have evil intentions, but I'm much more interested in whether he knows what he's doing. People have a double standard about aid."

But why gang up on a guy who just wants to help clothe people in Africa? First, because it's not that hard to get shirts in Africa. Flooding the market with free goods could bankrupt the people who already sell them. Donating clothing is a sensitive topic in Africa because many countries' textile industries collapsed under the weight of secondhand-clothing imports that were introduced in the 1970s and '80s. "First you have destroyed these villages' ability to be industrious and produce cotton

products, and then you're saying, 'Can I give you a T-shirt?' and celebrating about it?" says James Shikwati, director of the Nairobi-based Inter Region Economic Network, a think tank. "It's really like offering poison coated with sugar."

People looking to help the poor often think so-called goods-in-kind donations are a way to help, Easterly says. They're certainly an easy way to inspire potential donors. There was the boy in Grand Rapids, Mich., who collected 10,000 teddy bears for Haiti's earthquake victims. Soles4Souls.com is sending shoes. The list goes on: old soap from hotel rooms, underwear, baby formula, even Spam (the pork product, not junk e-mail). "Years — decades — of calm, reasoned discussion do not seem to have worked," an aid worker who blogs under the name Tales from the Hood told TIME by e-mail. "People are still collecting shoes, socks, underwear ... T-shirts ... somehow under the delusion that it is helpful. Sometimes loud shouting down is the only thing that gets heard." Then there's the matter of cost. Money spent shipping teddy bears to kids might be better spent providing for more pressing needs. The same goes for T-shirts.

Sadler says he never planned to dump a million shirts on the market at once. With his two partners, HELP International and WaterIsLife.com, he wanted to send a few thousand shirts at a time to orphanages in Kenya and Uganda that asked for them. Widows would sell the shirts and make a little money. "We're looking at bringing in several thousand shirts and it being a yearlong process of distribution," says Ken Surritte, founder of WaterIsLife.com. "The goal is not to hurt the economy in these areas but to be an asset and to be a blessing to these people that otherwise wouldn't have jobs."

Sadler has proven flexible: he says he is listening to his critics and no longer plans to send the shirts to Africa. He says he will find another way to use the T-shirts he collects, possibly for disaster relief, giving them to homeless shelters or using them to create other goods. He says any profits would then "go back to the company's goal of helping foster sustainability." And judging by the response on the Web, he's getting a lot of donations. "I've since listened to a lot of these people," he says. "I want to change this thing into something that's better, that's more helpful and that listens to the people that have the experience that I don't have."

There are some critics who argue that all foreign aid — whether from individuals or nonprofits or governments — is keeping Africa back. A vast body of research shows that foreign aid has done little to spur economic growth in Africa — and may have actually slowed it down. "The long-term solution is not aid. It may seem cruel that aid should stop, but really it should," says Rasna Warah, a Kenyan

newspaper columnist and editor of the anthology *Missionaries, Mercenaries and Misfits*, a call to arms against aid. "Africa is the greatest dumping ground on the planet. Everything is dumped here. The sad part is that African governments don't say no — in fact, they say, 'Please send us more.' They're abdicating responsibility for their own citizens."

Read more: <http://content.time.com/time/world/article/0,8599,1987628,00.html#ixzz2hodDj2qt>