

### Sample Critical Thinking Questions

Dayen explains how monopolization “supercharges inequality” and “hollows out communities” (Dayen, 11). The wealthy, CEOs and bankers, use their money to make more money, for example, rather than investing money into factories, which would create jobs. As a result, money tends to be concentrated in urban areas, and rural areas end up underdeveloped and increasingly isolated. The anger and “discontent” rural people feel is then displaced. As Dayen puts it, “political opportunists use immigrants and foreigners as scapegoats to explain away the inequity” (Dayen, 11). I think Robin Kelley says something like this in his article on Cedric Robinson. Kelley quotes Robinson as saying that capitalism “exaggerate[s] regional, subcultural, and dialectical differences into ‘racial’ ones” (Kelley). Is Dayen’s reference to a “geography of discontent” an example of exaggerating regional differences?

- ⬆ All the length requirements (word and sentence) are met.
- ⬆ There is one, and only one, question asked. The question is about the text(s), and not a question about something unrelated, or a question about an imaginary reader’s mental state.
- ⬆ There is at least one textual citation. There are no overly lengthy quotations.

Andrea Smith says that anti-black racism is a “pillar” of white supremacy. She says that anti-black racism follows a “logic of slavery” (Smith, 2). What that means is that, in a white supremacist society, black people are a permanent source of exploitable labor. That is why she says that anti-black racism is the “anchor of capitalism.”

Does that line of thought illustrate what Cedric Robinson meant by “racial capitalism”? In “What Did Cedric Robinson Mean by Racial Capitalism?” Robin Kelley quotes Robinson as saying that capitalism turns “differences into ‘racial’ ones” (Kelley, para. 5). Robinson says that even during feudalism there was slave labor, only the slaves were at that time Europeans (what we would call “white people” today).

- ⬆ Length requirements are met. Sentence length is varied. The text is well organized and easy to read.
- ⬆ The question is clear and specific. The text(s) are cited. The question is about the text(s), and not a question about something unrelated, or a question about an imaginary reader’s mental state.
- ⬆ There is at least one textual citation. There are no overly lengthy quotations.

Robinson says that capitalism turns “differences into ‘racial’ ones” (Kelley, para. 5). Robinson says that even during feudalism there was slave labor, only the slaves were at that time Europeans (what we would call “white people” today). Robinson says that even during feudalism there was slave labor, only the slaves were at that time Europeans (what we would call “white people” today). Robinson says that even during feudalism there was slave labor, only the slaves were at that time Europeans (what we would call “white people” today).

# Sample Of Critical Thinking Essays

**Dana S. Dunn, Jane S.  
Halonen, Randolph A. Smith**



## **Sample Of Critical Thinking Essays:**

**Critical Thinking and Writing** Thomas Newkirk, 1989 Intended for teachers this monograph argues that unlike the structured formulaic school essay personal essays in the manner of Michel de Montaigne lead students to explore their connections with ideas and texts The monograph describes several strategies which use writing as a tool for critical thinking The monograph contains the following chapters 1 The School Essay Bad Memories of 2 The Case against Writing Plato's Challenge 3 For it is myself that I portray Montaigne's Legacy 4 Invitations to the Essay and 5 I'm not going to talk about it Forty three references and an annotated bibliography derived from searches of the ERIC database are attached MS

*Critical Thinking, Thoughtful Writing* John Chaffee, Christine McMahon, Barbara Stout, 2005 Written by leading educators in interdisciplinary critical thinking this popular rhetoric with readings makes a direct link between learning to write and read effectively and developing critical thinking skills Each chapter focuses on a particular critical thinking skill such as problem solving or analyzing complex issues which is practiced and explored through Thinking Writing Activities and thematically linked readings Students further develop these skills through carefully sequenced pedagogy that promotes writing and a cross disciplinary approach that asks them to critically evaluate a variety of readings

**Get To The Point: A Beginner's Guide to Essay Writing, Critical Thinking Skills & Logical Reasoning** Armani Talks, Get to the Point is a beginner's guide on how to write essays use critical thinking and break down complex topics with the use of logical analysis Essays are a profound way to build your body of work and solidify your philosophy Learn the art and science of essay writing in this book In Get to the Point you will learn How to create a compelling subject for your essays The use of logic words and critical thinking to break down complex topics Effective strategies to research your topic A quick way to build a rough draft A simple framework for editing your essays to sound more conversational The art of proofreading How to overcome imposter syndrome and publish your work Strategic ways to grow your digital empire with the use of essays

*Critical Thinking and Writing* Kristan Cavina, 1995 While some writing books present isolated examples of critical thinking Cavina's Critical Thinking and Writing systematically links concepts of critical thinking and writing through all phases of the writing process By emphasizing those concepts that are of the greatest use to writers and by treating these concepts sequentially the book maximizes your understanding of how critical thinking can sharpen your writing Critical Thinking and Writing begins in Part One with a clear outline of the rhetorical writing process and how it relates to the notion of critical thinking In Parts Two and Three you will focus on the specifics of sentence construction and word usage Part Four includes readings by professional and student writers that offer a multitude of perspectives and topic coverage Taking a discovery approach Critical Thinking and Writing encourages you to expand and reinforce your writing skills through many individual and collaborative activities

**Perspectives in Critical Thinking** Danny K. Weil, Holly Kathleen Anderson, 2000 Annotation A diverse group of educators in grade school to university level teaching posts as well as community activists PhD

students and researchers discuss methods concepts and tools for teaching critical thinking skills from learning to reason dialectically to using a journal to develop critical thinking skills in the classroom Annotation c Book News Inc Portland OR booknews com COHESION AND COGNITION IN STUDENT WRITING (CRITICAL THINKING). GLORIA JEAN

OWEN-RODDY,1991 writing in student essays The Cohesion Scoring Scale merits further development and use in research

**Writing a Critical Essay** Melissa Koons,2018-01-11 The ability to write a critical essay is an essential skill for every student to learn Learning how to write the critical essay begins in secondary education but it doesn't stop there The critical essay is a specific style of essay that analyzes and interprets the author's purpose intent theme or thesis of a specific body of work Learning how to write a proper critical essay is crucial for being able to enhance practice and apply critical thinking skills This book will teach students and learners of any age how to write a critical essay It will take an introductory approach and assume that the reader has never written a critical essay before This book will teach students What a critical essay is The basic structure to a critical essay How to organize a critical essay How to write a critical essay While a person or student may excel at critical thinking skills it can be difficult to organize those thoughts into a coherent essay that clearly communicates the writer's ideas and interpretations of the text Learn the basics and transform your writing into proficient communication and analysis **50 Essays** Samuel Cohen,2016-11-04 50 Essays A Portable Anthology is the best selling value priced reader in the country because its virtues don't stop at the price The book's carefully chosen selections include both classic essays and high interest high quality contemporary readings to truly engage students The editorial apparatus is flexible and unobtrusive enough to support a variety of approaches to teaching composition In its fifth edition 50 Essays continues to help students acquire the critical thinking and academic writing skills they need to succeed without making a dent in their wallets

**Teaching Critical Thinking in Psychology** Dana S. Dunn,Jane S. Halonen,Randolph A. Smith,2009-01-30 Teaching Critical Thinking in Psychology features current scholarship on effectively teaching critical thinking skills at all levels of psychology Offers novel nontraditional approaches to teaching critical thinking including strategies tactics diversity issues service learning and the use of case studies Provides new course delivery formats by which faculty can create online course materials to foster critical thinking within a diverse student audience Places specific emphasis on how to both teach and assess critical thinking in the classroom as well as issues of wider program assessment Discusses ways to use critical thinking in courses ranging from introductory level to upper level including statistics and research methods courses cognitive psychology and capstone offerings *Critical Thinking* Richard Paul,1992 Richard W Paul widely recognized as a major leader in the national international critical thinking movements has published over forty articles five books on critical thinking CRITICAL THINKING WHAT EVERY PERSON NEEDS TO SURVIVE IN A RAPIDLY CHANGING WORLD is an anthology of articles written for educators others concerned with the nature of critical thinking how to teach students to apply it to complex problematic questions issues Paul's emphasis upon the multilogical multidimensional nature of life's

experiences is a model of critical thinking The implications for restructuring schools are made explicit For anyone who aspires to broaden deepen the quality of their students thinking or their own David Perkins Harvard Masterfully argues that facts without the wisdom to interpret them are a hollow deception George H Hanford President Emeritus The College Board One of the most powerful illuminating models for change within schools John Barrel Montclair College Process and Practice Philip Eggers,1997-07 Process and Practice balances process oriented writing instruction with a traditional emphasis on grammar and correctness Clear step by step discussions of paragraph and essay writing and the rhetorical patterns teach students how to organize their ideas while sample student and professional readings reflecting ethnically diverse perspectives illustrate rhetorical principles The extensive grammar unit provides a wealth of grammar practice including sentence combining exercises and diagnostic and review tests This edition features expanded coverage of some of the latest ideas in composition including critical thinking computers and collaboration ESL sections address problematic issues for non native speakers *Real Essays with Readings* Susan Anker,2012-02-01 Real Essays delivers the powerful message that good writing thinking and reading skills are both essential and achievable From the inspiring stories told by former students in Profiles of Success to the practical strategies for community involvement in the new Community Connections Real Essays helps students to connect the writing class with their real lives and with the expectations of the larger world So that students don t get overwhelmed the book focuses first on the most important things in each area such as the Four Most Serious Errors in grammar the Four Basics of each rhetorical strategy and the academic skills of summary analysis and synthesis An Introduction to Literature Sylvan Barnet,2001 This best seller continues to set a high standard for introductory literature texts by maintaining the traditions that have made it a success while adding fresh new material Carefully selected classic and contemporary works incorporate a range of diverse voices and the authors provide integrated coverage of the elements of literature and the writing process Publisher description *Critical Thinking* Brooke Noel Moore,Richard Parker,1991 More than any other textbook Moore and Parker s Critical Thinking has defined the structure and content of the critical thinking course at colleges and universities across the country and has done so with a witty writing style that students enjoy Now in full color the eighth edition brings the concepts of critical thinking to life in vivid detail with current examples relevant to today s students Invitation to Critical Thinking Vincent E. Barry,1984 **Paragraphs & Essays** Lee E. Brandon,1998 **Compose Yourself!** Amy Rukea Stempel,2010-07 At long last someone has produced THE practical guide for teaching analytical writing Compose Yourself lays out everything a teacher needs for teaching the art of clear complete and well organized writing in the content areas In fact I would purchase this guide for students as well as teachers and not just for high school but for both middle school and college as well Dr Katherine Nolan Education Consultant Finally a book on how to teach analytical writing in all subjects And the toolbox I was thrilled to find templates rubrics and clear cut examples for descriptive process and persuasive writing Compose Yourself is a must have for all teachers Susan

King Magnet School Administrator Tampa FL MSA National Board National Presenter We are perceived by how well we write Currently our nation s teachers are struggling to find time and tools to teach thoughtful logical expository writing Compose Yourself is a simple straightforward writing guide for all subject area teachers working to improve their students analytical expository writing skills Compose Yourself must find a place in the toolbox of our nation s secondary teachers William F Roberts Assistant Superintendent Hacienda La Puente Unified School District California Compose Yourself A Guide to Critical Thinking Analytical Writing in Secondary School is a quick and easy guide to teaching and learning critical thinking and analytical writing at the secondary level regardless of the subject area It is perfect for teachers parents and students who want to go beyond the worksheet to strengthen their thinking and writing skills better learn and retain information and improve overall academic performance After using this guide students will be able to write clear concise analytical responses to complex real world questions in all subjects This resource includes step by step processes copious examples writing checklists helpful tips and black line masters all to help all students improve their thinking and writing Amy Rukea Stempel has been zealously working in education and education reform since 1989 Prior to founding Lightbulb Learning Services which specializes in the alignment of curriculum to academic standards literacy development and classroom school leadership she has led standards and curriculum development projects for the Education Trust Edison Schools Inc formerly the Edison Project and standards development efforts for the Council for Basic education In addition to experience in education policy Ms Stempel has also taught literature in the International Baccalaureate program for many years and has happily lived the harried and stimulating life of a classroom teacher Ms Stempel s prior publications include Gaining Traction Gaining Ground How Some High Schools Accelerate Learning for Struggling Students Standards for Excellence in Education contributor Where in the World Are We The Need for International Benchmarking Six Case Studies of Performance Assessment and Standards A Vision for Learning Many years ago Ms Stempel completed a B A in English from Carnegie Mellon University and an M A in Liberal Studies with concentrations in literature and history from Georgetown University

**Organizing Thinking** Howard Black,Sandra Parks,1990 Improves content learning as it develops effective learning strategies Organizing Thinking lessons integrate content instruction critical thinking and graphic organizers to help students simplify understand and remember information develop deeper learning connections organize and manage their own thinking and learning Each lesson clearly identifies the content objective and thinking process being taught Students are provided with content material and a blank organizer for depicting relevant information Lesson plans include techniques for using graphic organizers discussion activities that explain model or extend lessons and a summary of inferences interpretations or conclusions which result from discussion Grades 5 8 *Test Critiques* Daniel J. Keyser,Richard C. Sweetland,1984 *Kaplan MCAT All-in-One Test Prep* Kaplan,Rochelle Rothstein,1996-03

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