ACTIVITY ANSWER KEY

Chapter 3, Section 3

Check your answers from the Answer Key.
Correct all errors, then complete your next goal.



Lesson 11: *Critical Thinking*
Charlie's State of Denial

1. (a) to receive sympathy
2. (b) change Charlie's grade
3. (a) to realize that he was responsible for his own grade
4. (d) Charlie avoided the issue and said that he had worked hard and was always on time.
5. (a) Charlie did not admit that he was responsible for his failure to complete the assignments, but instead, he tried to shift the blame for the bad grade to his teacher.

6-11. solitary, din, pensively, participate, potential, intently

12. Ignoring the question
13. talking around the subject, talking about the "good old days," attacking a person's character
14. Charlie said he had been there every day of the semester.
15. negative situation, pleasurable memories
16. Charlie mentioned that last year he had done very well.
17. faults, negative attention
18. blame, failure, attacker
19. Charlie said that Mr. Erskine discriminated against Charlie and spent more time with other students.
20. *"A person who is wise will change his mind in the presence of facts."*
21. (a) talking around the subject
22. (c) attacking the person's character
23. (a) talking around the subject
24. (a) talking around the subject
25. (c) attacking the person's character
26. (a) talking around the subject
27. (c) attacking the person's character
28. (b) talking about the good old days
29. (b) talking about the good old days
30. (d) no reasoning error

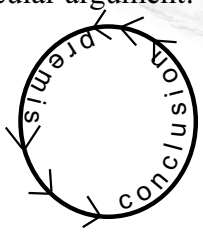


Lesson 12: *Critical Thinking*
The Comrade's Rhetoric

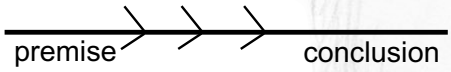
1. False
2. True
3. False
4. True
5. False
6. True
7. True
8. True
9. (a) hunting
10. (b) speech
11. (b) a fair trade
12. (b) dishonest, debased and rotten
13. (a) shouted angrily
14. (a) grin wickedly
15. (b) uneducated
16. assuming without proving, shifting the burden of proof, circular argument
17. to accept without question; to believe without proof or to "jump" to a conclusion
18. (Wording may vary) They did not require proof, they followed right along.
19. (b) False

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20. (a) assuming without proving
21. (Wording may vary) When someone accuses another person, the accuser is responsible for showing that the other person is guilty—the accuser must provide the evidence of guilt. When an accuser shifts the burden of proof, he places the "burden" on the accused person to prove his innocence.
22. (Wording may vary) He claimed that the United States was a treacherous enemy. He had no proof of such a thing; however, he said the United States should prove that she was NOT a treacherous enemy.
23. conclusion, premise
24. Circular argument:



Line of thought:



25. By stating that he I thought, he already implied that he existed.
26. Democracy always fails because it never succeeds.
27. (a) he would have had evidence that proved that democracy is a failed form of government
28. (a) Regardless of his feelings toward America, he was unable to prove that democracy was anything but a successful form of government.
29. *"There is no better measure of a person than what he does when he is absolutely free to choose."*
30. (b) circular argument
31. (a) assuming without proving
32. (c) shifting the burden of proof
33. (b) circular argument
34. (c) shifting the burden of proof
35. (a) assuming without proving
36. (c) shifting the burden of proof
37. (b) circular argument
38. (a) assuming without proving



Lesson 13: *Critical Thinking*
Wise Advice Wins the Crown

1. (a) Romulus and Marcus
2. (c) which son should inherit the throne
3. (d) to ask them a question that would decide who should inherit the throne
4. (d) only a and b
5. (d) He showed wisdom even though he had not been a warrior.
6. _f_ ***beckon***
7. _b_ ***hasten***
8. _d_ ***bedchamber***
9. _g_ ***assured***
10. _e_ ***wary***
11. _c_ ***deny***
12. _a_ ***frustration***
13. Latin
14. (a) True
15. *Semper Fi* (Ever Faithful), *E Pluribus Unum* (Out of the Many, One)
16. *Non Sequitur* (Does Not Follow); *Post Hoc Ergo Propter Hoc* (After This, Therefore Because of This); *Argumentum Ad Hominem* (Argument to the Man); *Argumentum Ad Populum* (Argument to the People); *Argumentum Ad Ignorantiam* (Argument to Ignorance)
17. *Non Sequitur* (Does Not Follow)
18. (b) The clerk in the grocery store frowned at the customer. She prepared chicken for dinner.

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19. *Post Hoc Ergo Propter Hoc* (After This, Therefore Because of This)
20. (c) Bill stepped on a crack. He began failing his grades in school.
21. *Argumentum Ad Hominem* (Argument to the Man)
22. (a) Stacy may seem like she is a good student, but no one could make grades like that just from studying. Stacy must cheat!
23. *Argumentum Ad Populum* (Argument to the People)
24. (b) Luis said he did it because everybody else was doing it.
25. *Argumentum Ad Ignorantiam* (Argument to Ignorance)
26. (d) Leprechauns are real because no one can prove they are not real.
27. *"Error of opinion may be tolerated where reason is left free to combat it."*
28. (e) Argumentum Ad Ignorantiam (argument to ignorance)
29. (a) Non Sequitur (does not follow)
30. (b) Post Hoc, Ergo Propter Hoc (after this, therefore because of this)
31. (d) Argumentum Ad Populum (argument to the people)
32. (c) Argumentum Ad Hominem (argument to the man)



Lesson 14: *Critical Thinking Skills*
Thinking Things Through

1. (c) a classroom in which a teacher is explaining a new game to her students
2. (a) She is the teacher of the classroom.
3. (b) get the students to think critically about some issues and learn to debate those issues
4. What can be done to stop wars around the world?
5. As the world's only superpower, the United States should model by example and disarm.
6. (a) Some agreed with the answer given, while others disagreed.
7. (Wording may vary) Sally explained that terrorists and dictators will not quit making war on people if the United States disarmed. She explained that certain nations would not be honest and disarm even if the United States did.
8. How should we view politicians?
9. Politicians are either honest or corrupt.
10. (c) All disagreed with the answer.
11. (Wording may vary) His father was a farmer who experienced cuts in farm aid.
12. (Wording may vary) Monica explained that because politicians are elected by the public, the people must be responsible when electing public officials and choose men whose character passes scrutiny.
13. Who do you think should be the next President?
14. General Norman Schwartzkopf, now retired from the United States Army, was a great general, so naturally, he would make a great President.
15. (a) Some agreed with the answer given, while others disagreed.
16. (Wording may vary) Wes explained that being president required not only decision making skills in many areas of American life but also diplomacy. Just because Gen. Schwartzkopf made excellent military decisions does not necessarily mean he is qualified to be president of the United States.
17. Abbott and Costello
18. disarm
19. diplomacy
20. ambiguous
21. forum

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22. moderator
23. debate
24. equivocation
25. ideology
26. oversimplification, equivocation
27. problem, issues, answer, issue
28. Oversimplification
29. (Wording may vary) The United States already spends more money per student than any other country, but still has the worst results of any industrialized nation and worse even than many developing countries. Simply spending money does not solve problems in schools.
30. (Wording may vary) Unemployment in the United States may be attributed to many issues such as: seasonal unemployment, overstocked job markets, agricultural cycles, taxes, government regulations, influx of legal or illegal immigrants and welfare mentality.
31. use ambiguous language in such a way that the listener may be confused
32. Equivocation
33. (Wording may vary) Someone may read "Fine" to mean "okay" instead of understanding that it means a penalty.
34. (Wording may vary) *Who* was the name of the man on base. Costello misunderstood Abbott's answer that *Who* was on first base.
35. (Wording may vary) The dog's name is *Guess*. The person asking the dog's name is confused by the answer.
36. twist, intent, mislead
37. evade, blur, fudge, hedge, "hood wink"
38. (Wording may vary) A *martyr* is a victim of violence who dies or suffers torture in order to further a belief, cause or principle. A martyr is usually killed or tormented by people who disagree with his beliefs. A *terrorist* is a person who uses violence to intimidate or coerce societies or governments, usually for ideological or political reasons.
39. (b) False
40. (a) True
41. (b) False
42. (b) The PA encourages suicide bombings and tells families that suicidal death is glorious.
43. _X_ (a) children's television programs
    _X_ (b) children's songs
    _X_ (c) religious pressure on parents
    _X_ (d) school lessons
    _X_ (e) summer camps
44. (c) a state-run ideology that pushed children to their deaths
45. (a) Public approval and honorable status in society are more important than the lives of the children.
46. *"What is conceived well is expressed clearly, and the words to say it will arrive with ease."*
47. _X_ Mohatmas Ghandi never . . . .
    ___ A suicide bomber blew . . . .
48. ___ "I am very happy and proud . . . .
    _X_ Mayor Rudolph Guiliani met . . . .
49. ___ A group of young people near . . . .
    _X_ Army Pfc. Jessica Lynch, ...
50. _X_ Jon listened as the "locker . . . .
    ___ Adolph Hitler, hater of Jews, ...
51. _X_ Carrigan admired his neighbor, ...
    ___ The father of the suicide . . . .



Lesson 15: *Critical Thinking Skills*
The Case of the Dead Husband

1. _h_ Buck Peterson
2. _d_ Thomas Hardeman
3. _c_ Randolph Jones
4. _a_ Mrs. Jones
5. _e_ Mrs. Walker
6. _f_ Dr. Cabbage

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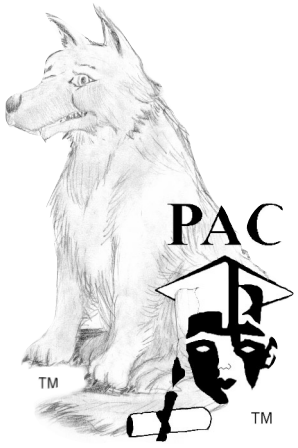
7. _g_ Dr. Blanchard
8. _b_ Weston Wynne
9. (c) Mr. Jones suddenly died
10. (a) implicated Mrs. Jones in the death of her husband
11. (b) a skeleton in Randolph's closet
12. (d) all of these
13. (c) He was kidnapped and forced to work as a slave on a ship from which he escaped after 20 years.
14. (e) none of these
15. (c) He saw a "ghost" that frightened him so badly he screamed and had a stroke.
16. (a) natural causes

(Word Power! Answers 17-20 are to be graded by the teacher)

21. (a) Non Sequitur (does not follow): No logical connection exists between the statements.
22. (d) equivocation
23. (c) Argumentum Ad Populum (argument to the people): it is right because 'everyone' agrees it is
24. (a) assuming without proving
25. (d) Argumentum Ad Populum (argument to the people): it is right because 'everyone' agrees it is
26. (b) shifting the burden of proof
27. (b) Post Hoc, Ergo Propter Hoc (after this, therefore because of this): superstition
28. (c) circular argument
29. (c) oversimplification
30. (c) assuming without proving
31. (d) talking about the "good old days"
32. (a) Non Sequitur
33. (c) Argumentum Ad Hominem (argument to the man)
34. *"Bad temper is its own scourge . . . . A man's venom poisons himself more than his victim."*

Turn in your writing assignments, then ask for your QUIZ over Section 3. **Reminder:** Students who score 85% or higher on the three section quizzes may be exempt from the chapter test!

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