



## Great Thinkers

### Unit Summary

This unit exposes students to great minds who have made a significant impact on the world. Students take on the role of a Great Thinker and through research they answer Content Questions, such as, *How did these "Great Thinkers" change the world? What obstacles did they overcome to change the world?* and *Who did their work impact?* After synthesizing their research information, students create "I AM" poems as well as diary entries from the perspective of their Great Thinker. As a culminating activity, students become their Great Thinker, presenting the life and accomplishments of a Great Thinker to the class. In a final reflection, students answer the Essential and Unit Questions, *What does it take to change our world?* and *Which people have positively impacted our world?*

### Curriculum-Framing Questions

- **Essential Question**  
What does it take to change our world?
- **Unit Questions**  
Which people have positively impacted our world?
- **Content Questions**  
How did these "Great Thinkers" change the world?  
Who did their work impact?  
What obstacles did they overcome to change the world?

### Assessment Plan

#### Assessment Timeline

This timeline shows in chronological order the different types of formal and informal assessments that occur during the unit. The table below explains how each assessment is used and who uses it for what purpose.

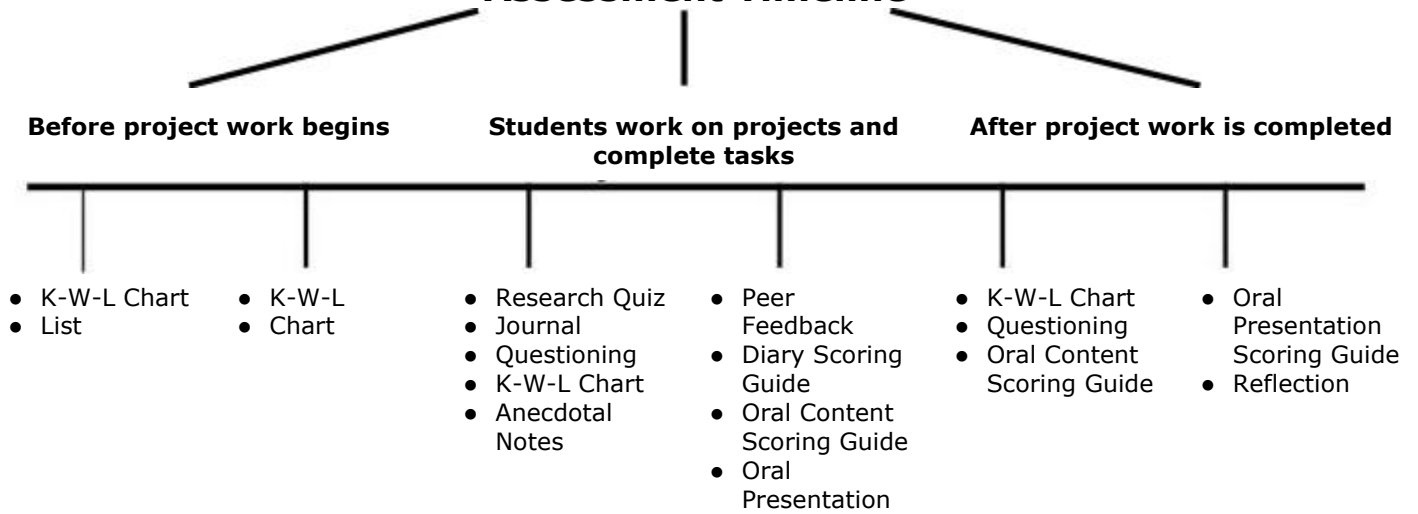
#### At a Glance

**Year/Form:** Year 5 to Form 1  
**Subject(s):** Social Studies, English Language  
**Topics:** Reading, Writing, and Communication  
**Higher-Order Thinking Skills:** Analysis, Synthesis  
**Key Learnings:** Researching, Expository Writing, Public Speaking  
**Time Needed:** 5 weeks daily, 50-75 minutes each day

#### Things You Need

[Instructional Procedures](#)  
[Standards](#)  
[Student Samples](#)

# Assessment Timeline



Assessment	Process and Purpose of Assessment
K-W-L Chart	Students develop classroom and individual Know-Wonder-Learn Charts about Great Thinkers. Students use these to access prior understanding, brainstorm ideas, think about questions to research, and reflect on their learning. The teacher uses the K-W-L initially to gauge readiness and interest in the topic and then during the unit to promote metacognitive skills as students revisit the charts and reflect on their learning.
List	Students generate a list of famous people and choose five that they think have made a positive impact on the world. This helps students tap prior knowledge and start to organize their thinking. The teacher uses the information to assess what types of people students think have made positive impacts on the world. This can then lead to a discussion highlighting the important characteristics in Great Thinkers
Journal	Students use journals to write down research notes and to answer reflective questions. The teacher reviews journals during conferences to provide feedback, clarify misunderstandings, and provide additional lessons if necessary. The teacher reviews journals at the end of the unit to assess analysis and synthesis skills.
Questioning	Teachers use questioning strategies to monitor student progress, probe for understanding, and engage students in higher-order thinking. Teachers question students when circulating during group and individual work time as well as during conferences. Teachers also return to Curriculum-Framing Questions throughout the project to analyze student understanding.
Research Quiz	Students are given a short answer research quiz to check on their progress. This quiz provides the teacher with a snapshot of the research up to this point. Most importantly, this quiz serves as a guide to students about what they still need to find regarding the life and work of their Great Thinker.
Anecdotal Notes	In this informal assessment, notes from observations and interactions with individuals and groups and from the conferences provide documentation for final assessment.
Poem Scoring Guide	Students use the poem scoring guide to monitor the quality of their work and to provide peer feedback during the writing, editing, and revising of the "I AM" poems. The teacher uses it to assess the final poems.
Peer Feedback	Students use the poem scoring guide to give feedback to their peers about their poems. They do not score each other, but rather highlight the descriptions in the scoring guide that correspond to the poem, citing evidence from the poem. The focus on peer feedback is on improvement, not judgment.
Diary Scoring Guide	Students use the diary scoring guide to monitor the quality of their work during diary writing. Teachers use the scoring guide to assess final entries.

Oral Presentation Content Scoring Guide	Students write and deliver a speech as their Great Thinker, using the Speech Content Scoring Guide to help prepare for the content of the speech as well as to clarify questions during the practice sessions. This is the first of two scoring guides for the students' speeches. The content scoring guide assesses the substance of the speech, while the oral presentation scoring guide assesses the enactment of the speech. The teacher uses this scoring guide to assess the content of the oral presentation.
Oral Presentation Scoring Guide	Students write and deliver a speech as their Great Thinker, using the Oral Presentation Scoring Guide to help prepare for the presentation or production portion of the speech as well as to clarify questions during the practice sessions. The teacher uses it to assess the oral presentation.
Reflection	Students reflect upon what they have learned in the unit, returning to the Essential and Unit Questions, <i>"What does it take to change our world?"</i> , and <i>"Which people have positively impacted our world?"</i> Students cite evidence from their research and their peers' presentations. The teacher uses these reflections to assess students' growth throughout the unit.

### Credits

Joel Lang participated in the Intel® Teach Program, which resulted in this idea for an assessment plan. A team of teachers expanded the plan into the example you see here.

**Note:** *The hyperlinked support documents are not part of the PDF. They can be downloaded and printed individually.*

## Instructional Procedures

### Introduction to Unit

1. Ask the Essential Question: "What does it take to change our world?" Elicit student responses and create a K-W-L chart to record students' ideas. Leave the chart up throughout the unit for reference.
2. Pose the Unit Question to the class, "Which people have positively impacted our world?" and record the brainstormed list of these people. Ask questions to ensure students are thinking about people from all cultures, professions, age groups, and time periods.
3. Ask students to choose three people to write about in their journals, giving reasons as to why they think these particular people have had a positive impact. Review journal entries to gauge student understanding, thinking, and reasoning. Then lead a class discussion highlighting the characteristics and reasoning that are important to consider while researching.
4. Introduce the scenario for the project telling students that they will take on the role of a "Great Thinker" and present to the class after conducting research to find out all they can about the thinker's life and how they impacted the world.
5. Expose students to additional possible Great Thinkers through guessing games and book passes. Using the original brainstormed list and these additional activities, have students add twenty to thirty names to their journal of possible Great Thinkers they would like to become for this project.
6. Ask students to choose the two "thinkers" from the list who they would like to research in more detail and have them create an individual K-W-L chart in their journal regarding these "thinkers". Review entries to ensure there are a variety of people represented and then assign one of the chosen thinkers to each student.

### Research Fundamentals

1. Guide students through a research process in which students read a passage from an encyclopedia and then explain what the words really mean.
2. Set up research folders with category questions specific to Great Thinker research:
  - Personal life
  - Major accomplishments
  - Problems or obstacles
  - What else was happening in the world or with other Great Thinkers?
3. Ask students to read through a variety of information from varied sources about a famous person and work in partners reading each article and deciding:
  - Is the source reliable? Are the sources consistent?
  - Is the information important?
  - If yes, to which category (from Great Thinkers research folder) does the information belong?
4. Provide students with yet another encyclopedia article about another Great Thinker and have them complete the process alone and then compare their ideas with the class.

### Researching Great Thinkers

1. Using the research folder, ask students to gather information from a variety of resources. (Internet, books, encyclopedias, etc.) Prompt students to create a bibliography that correctly documents their sources.
2. Remind students that they are writing and delivering a 3-5 minute speech as their Great Thinker using the research they gather. Provide students with the **Speech Content Scoring Guide** and the **Oral Presentation Scoring Guide** to help guide their research and clarify questions during the practice sessions for their Great Thinker speech.
3. Take notes while **questioning** and observing students throughout the research process to monitor progress and assess student understanding.
4. As students gain new information, prompt them to revisit and add to their initial K-W-L charts.
5. After roughly one week, give students a short answer, **research quiz** to check on their progress. This quiz provides a snapshot of the research up to this point. Most importantly, this quiz serves as a guide to students about what they still need to find regarding the life and work of their Great Thinker.

### Creating Documents with Research

1. To help students prepare for taking on the role of their Great Thinker, ask them create an "I AM" poem based on the thinker's life:
  - Provide students with the **Poem Scoring Guide** to self-monitor the quality of work during writing.
  - Guide students through the writing process complete with rough drafts, peer feedback, and teacher editing for

content and conventions.

2. In addition, ask students to create five diary entries based on events in the Great Thinker's life:
  - Provide students with the **Diary Scoring Guide** to guide their decisions during the diary writing.
  - Guide students through the writing process complete with rough drafts, peer feedback, and teacher editing for content and conventions.
  - If necessary, discuss with students ideas for writing about milestones and provide guidance as needed.
3. Assess the poems and diary entries using the scoring guides and ask students to consider the comments and scores when planning for their upcoming presentations.
4. Ask students to return to their K-W-L chart and reflect on what they learned about their Great Thinker, especially in regards to the Content Questions:
  - *How did these "Great Thinkers" change the world?*
  - *Who did their work impact?*
  - *What obstacles did they overcome to change the world?*

### **Concluding the Unit**

1. Revisit the **Speech Content Scoring Guide** and the **Oral Presentation Scoring Guide** to help students plan, draft, practice, and present the life of their Great Thinker. Ask students to self-assess before they present using the **Speech Content Scoring Guide**.
2. Ask students to design and gather props to assist with their oral presentation. Encourage students to practice their presentation before the class presentation.
3. Ask students to take notes in their journals as each presentation is delivered.
4. Assess the presentations using both scoring guides.
5. After all student presentations, revisit the class K-W-L chart and ask students to brainstorm everything they've learned about the Essential Question, *What does it take to change our world?*
6. Then have students individually reflect in their journals answering the Unit Question, *Which people have positively impacted our world?* and *What did it take to do it?* Ask students to cite specific examples from their research and their peers' presentations when answering these questions. Review these entries looking for students' abilities to synthesize information and generate the key characteristics needed to be a Great Thinker.
7. Review anecdotal notes, journals, all scoring guides, the research quiz, and the final reflections to determine student understanding and growth throughout the unit.

Assessing Projects: Great Thinkers  
Content Standards and Objectives

Targeted Content Standards (Curriculum Specifications) and Benchmarks  
**Washington State Standards**

Reading

- The student understands the meaning of what is read.

Writing

- The student writes in a variety of forms for different audiences and purposes.
- The student understands and uses the steps of the writing process.

Communication

- The student communicates ideas clearly and effectively

Social Studies

- Understand and use inquiry and information skills required by citizens in a democratic society
- Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions

**Student Objectives**

Students will be able to:

- Gather information from a variety of sources
- Make sense of what is read
- Assimilate information to forge understanding of life and times of a Great Thinker
- Use information to write poetry
- Use information to write a diary
- Use information to write a speech, assuming the role of famous person
- Deliver speech effectively in classroom setting

## Student Samples

Here are student sample diaries at two different levels of performance. In addition, there is one student sample of a speech and one student sample of a poem.

### 1. Student Diaries

Student C Diary of Agnes Bojaxhiu  
Student C Diary Scoring Guide

[View as Microsoft Word\\*](#) | [View as PDF](#)  
[View as Microsoft Word\\*](#) | [View as PDF](#)

Student F Diary of Leonardo Da Vinci  
Student F Diary Scoring Guide

[View as Microsoft Word\\*](#) | [View as PDF](#)  
[View as Microsoft Word\\*](#) | [View as PDF](#)

### 2. Student Speech

Speech Student A  
Speech Scoring Guide A

[View as Microsoft Word\\*](#) | [View as PDF](#)  
[View as Microsoft Word\\*](#) | [View as PDF](#)

### 3. Poem

Poem Student B  
Poem Scoring Guide B

[View as Microsoft Word\\*](#) | [View as PDF](#)  
[View as Microsoft Word\\*](#) | [View as PDF](#)

## Great Thinkers

1. With your small group, brainstorm a list of people that, over history, have made a positive impact on the world.

[Possible student responses]

George Washington  
Chief Joseph  
Harriet Tubman  
Queen Victoria  
Mother Teresa  
Pope John Paul  
Nelson Mandela  
Attila the Hun

Beethoven  
William Shakespeare  
Tom Cruise  
Shaquille O'Neal  
Vincent Van Gogh  
Ernest Hemingway  
Marconi  
Martin Luther King

Michelle Pfeiffer  
George Bush  
Bill Clinton  
King Arthur  
Gandhi  
Thomas Edison  
Bill Gates  
Albert Einstein

2. Choose the five most influential people and rank them in order of their importance.

[Possible student responses]

1. George Washington
2. Thomas Edison
3. Gandhi
4. Bill Gates
5. William Shakespeare



## Diary Scoring Guide

<b>Descriptor Points</b>	<b>Effective 10-9</b>	<b>Average 8-7</b>	<b>Somewhat 6-4</b>	<b>Little or None 3-0</b>
<b>Content of Diary Entry</b>	My diary is about one event and its impact on my personal or professional life.	My diary is generally all about one event and its impact on my personal or professional life.	My diary is mostly about one event and its impact on my personal or professional life, but sometimes I get a little off the subject.	My diary seems to be about a lot of different, unrelated events and don't show their impacts on my personal or professional life.
<b>Creativity</b>	I surprise the reader with appropriate, unusual features that add meaning and contribute to the readers's enjoyment and understanding.	I include some unusual features to add meaning and enhance my readers enjoyment.	I try to add some unusual features, but they may not add to the meaning.	My interpretation is predictable.
<b>Word Choice</b>	I use emotional and interesting words that make my entry seem realistic.	I use emotional and interesting words when I can.	I often use ordinary, predictable words.	I usually use ordinary, predictable words.
<b>Examples and Details</b>	I use appropriate, vivid details and examples in my writing to prove I know a lot about my Great Thinker's life.	I use appropriate detail in my writing to prove I know about the life and times of my Great Thinker.	Some of my writing is too general and does not have enough detail to prove I know very much about the life and times of my Great Thinker.	I have very little detail in my writing and offer little or no proof that I know about the life and times of my Great Thinker.
<b>Sentence Fluency</b>	Some sentences are long, some are medium, and some are short. I start my sentences with different words and phrases so they do not all sound the same.	I have some variety in my sentence length and beginnings.	Many of my sentences are about the same length, and some of them begin with the same kind of phrase or word.	My sentences are mostly about the same length, and many of them begin with the same kind of phrase or word.
<b>Conventions</b>	I am careful to check my writing for accuracy in spelling, capitalization, grammar, and punctuation, so I do not have any mistakes.	I check my writing for accuracy in spelling, capitalization, grammar, and punctuation, and I do not have any mistakes that would confuse people while they are reading.	I check my writing for accuracy in spelling, capitalization, grammar, and punctuation, but sometimes I have mistakes that confuse people while they are reading.	I do not check my writing for accuracy in spelling, capitalization, grammar, and punctuation, and I have several mistakes that confuse people while they are reading.

Oral Presentation Scoring Guide

Name \_\_\_\_\_ Great Thinker \_\_\_\_\_

<b>Descriptor Points</b>	<b>Effective 10-9</b>	<b>Average 8-7</b>	<b>Somewhat 6-4</b>	<b>Little or None 3-0</b>
<b>Eye Contact</b>	The speaker is looking at the audience almost all of the time. The speaker makes direct eye-to-eye contact with most of the members of the audience at some point in the speech.	The speaker is looking up for most of the talk. The direct eye contact with members of the audience is sporadic.	The speaker looks at the audience only part of the time. When looking up, there is little direct eye-to-eye contact with members of the audience.	Most of the time, the speaker is not looking at the audience.
<b>Voice</b>	Every spoken word can be heard and understood clearly with no difficulty by each person in the audience.	A very brief portion of the talk may be unclear or inaudible to some members of the audience, OR the audience has to make an effort to hear and understand.	Several parts of the talk are unclear or inaudible to some members of the audience OR one portion is unclear or inaudible to most of the audience.	Several portions of the talk are unclear or inaudible to most of the audience.
<b>Preparation</b>	Preparation is highly evident. The speaker makes smooth transitions between parts of the talk. There are no delays in the use of visual aids.	Preparation is evident. Most transitions between parts of the talk are smooth. There may be a small pause or two in the talk or in the use of visual aids.	Preparation may or may not be evident. Unnecessary delays or pauses exist in the talk or in the use of visual aids.	There is no evidence of preparation. Talk seems to be unorganized. Unnecessary pauses may occur OR there are awkward delays when using visual aids.
<b>Pace</b>	Talk moves at natural rate and rhythm. There are no inappropriate pauses or silences.	Talk is slightly hurried or slow. There may be occasional gaps of "dead air," that do not detract very much from the meaning.	Talk is somewhat hurried or sluggish throughout OR there are several noticeable pauses in an otherwise well-paced talk.	Talk is noticeably rushed or protracted OR there are several lengthy pauses in the talk.
<b>Expression</b>	The speaker uses a variety of volume modulations (louder/softer), voice inflections (tone of voice), gestures, and facial expressions to convey enthusiasm or energy. All expressive techniques are appropriate to the content of the talk. Techniques are not overused or overdone.	The speaker takes advantage of possible opportunities to be expressive. Some of the techniques are overused or overdone.	There are some expressive techniques employed at times by the speaker, but for the most part, the tone is lifeless or inappropriate.	Talk is flat. Voice is consistently a monotone. Little or no energy is used to convey feelings.
<b>Length of Presentation</b>	Presentation is completed in the allotted time limit.	Presentation is just a bit over or under the	Presentation is over or under the allotted	Presentation is extremely over

		allotted time.	time by a significant amount.	allotted time limit or is extremely under allotted time.
<b>Props-Visual Display</b>	Props-visual display highly relevant to oral presentation. Visual material enhances the purpose and meaning of the presentation. The props support a strong connection to the role of the great thinker.	Props-visual display is relevant to the oral presentation concept. The visual material aids to the understanding of the concept. The props add to the connection to the great thinker.	Props-visual display does not add to the understanding of the oral presentation. The props do not add to the connection of the great thinker.	Props- visual display is not relevant to the oral presentation topic, or no visual material supports the oral presentation. The props make no connection to the great thinker or do not exist.

Poem Writing Scoring Guide

<b>Descriptor Points</b>	<b>Effective 10-9</b>	<b>Average 8-7</b>	<b>Somewhat 6-4</b>	<b>Little or None 3-0</b>
<b>Ideas in Poem</b>	My poem follows correct format. Each line speaks to a different part of my Great Thinker's life.	My poem follows correct format. Most lines provide insight into to a different part of my Great Thinker's life, though some ideas are repeated.	My poem follows correct format. Each line provides some insight into my Great Thinker's life, though many ideas are repeated.	My poem follows correct format. Most lines discuss the same ideas; very little variety in ideas. Poem offers very little insight into the life of my Great Thinker.
<b>Word Choice</b>	I use figurative language to create vivid mental images in all lines. Every line causes reader to ponder ideas presented.	I use figurative language to create mostly vivid mental images in most lines. Some lines are insightful whereas others are ordinary.	I attempt to use figurative language to create mental images in some lines. Most lines are ordinary.	I do not use figurative language to create mental images in lines. Poem is unimaginative reciting of basic facts.
<b>Examples and Details</b>	I use appropriate, vivid details and examples in my poem.	I use appropriate detail in my poem.	Some of my poem is too general and does not have enough detail.	I have very little detail in my poem.
<b>Conventions</b>	I am careful to check my poem for accuracy in spelling, capitalization, grammar, and punctuation, so I do not have any mistakes.	I check my poem for accuracy in spelling, capitalization, grammar, and punctuation, and I do not have any mistakes that would confuse people while they are reading.	I check my poem for accuracy in spelling, capitalization, grammar, and punctuation, but sometimes I have mistakes that confuse people while they are reading.	I do not check my poem for accuracy in spelling, capitalization, grammar, and punctuation, and I have several mistakes that confuse people while they are reading.

### Great Thinkers Research Quiz

How well have you researched your Great Thinker? This is an open note, closed book quiz.

#### **The Personal Life of your Great Thinker:**

What is the name of your Great Thinker? (Yes, spelling counts!)

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When and where were you born?

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What are the names of your parents and siblings?

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What level of education did you accomplish? (Graduated from? Self taught?)

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Did you marry? Name your spouse and any children:

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Choose one additional question to answer:

- Describe your early life in one word; then tell why you chose that word.
  - Briefly tell one story or piece of trivia from your early life.
  - Describe one thing from your childhood that might have led to your later accomplishments.
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#### **The Work of your Great Thinker:**

Were you recognized in any way for your work during your lifetime (awards, positions, patents...) or were you only recognized after your death? Explain.

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In one sentence, tell why you are a Great Thinker.

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What are some of the characteristics/qualities you possess that make you a Great Thinker?

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What impact did your work have on the world? How did your work make the world a richer, better place?

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Who did your work impact?

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#### **The World of your Great Thinker:**

Name another Great Thinker who worked during your time period.

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Name one world event that might have impacted your Great Thinker.

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Choose one additional question to answer:

- Name another Great Thinker whose work would have influenced you. Explain.
- Name a future Great Thinker who might have been influenced by the work you did. Explain.
- Describe a social situation of the time period and explain how that would have made your Great Thinker's work more difficult. (Example: women's rights at that time, treatment of minorities at that time, laws, expectations...)

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**The Trivia of your Great Thinker:**

Share a brief, interesting story piece of interesting trivia about your Great Thinker:

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Oral Presentation Content Scoring Guide

Descriptor Points	Effective 10-9	Average 8-7	Somewhat 6-4	Little or None 3-0
<b>Organization</b>	<p>Beginning of my speech is very engaging and captures audience's interest.</p> <p>My transitions between ideas are smooth, logical, and seamless.</p> <p>My conclusion effectively summarizes the speech and is related to the whole.</p> <p>I include an effective final appeal and a very memorable ending.</p>	<p>Beginning of my speech is engaging and mostly captures audience's interest.</p> <p>My transitions between ideas are smooth and mostly logical.</p> <p>My conclusion summarizes the speech and is related to the whole.</p> <p>I include a final appeal and a memorable ending.</p>	<p>Beginning of my speech is somewhat engaging.</p> <p>My transitions between ideas are somewhat logical, though rough or awkward.</p> <p>My conclusion is ineffective and may not relate to the whole.</p> <p>I include an inadequate appeal and a forgettable ending.</p>	<p>Beginning of my speech is not engaging.</p> <p>My transitions between ideas are rough and not logical.</p> <p>There is no logical plan to my speech.</p> <p>I provide no real sense of closure or impact, leaving my audience confused.</p>
<b>Personal</b> Address the Content Question: <i>How did their personal lives affect their work?</i>	The facts and ideas I share give audience a very good sense of Great Thinker's personality.	The facts and ideas I share give audience a sense of Great Thinker's personality.	The facts and ideas I share give audience a minimal sense of Great Thinker's personality.	The facts and ideas I share do not give audience a sense of Great Thinker's personality.
<b>Role Play</b>	I stay in character throughout all of the presentation.	I stay in character throughout most of the presentation.	I stay in character throughout some of the presentation.	I do not stay in character during the presentation.
<b>Professional</b> Address the Content Questions: <i>How did my Great Thinker change the world? What obstacles did they overcome to change the world?</i>	<p>The major accomplishments are clearly stated and fully explained.</p> <p>The importance and meaning of my Great Thinker's work is very clearly discussed. His/her path to success (obstacles, awards won, etc.) is clearly explained.</p>	<p>The major accomplishments are stated and mostly explained.</p> <p>The importance and meaning of my Great Thinker's work is discussed. His/her path to success (obstacles, awards won, etc.) is explained.</p>	<p>The major accomplishments are partly stated and explained.</p> <p>The importance and meaning of my Great Thinker's work is not very clearly discussed. His/her path to success (obstacles, awards won, etc.) is not clearly explained.</p>	<p>The major accomplishments are not clearly stated nor fully explained.</p> <p>The importance and meaning of my Great Thinker's work is not discussed. His/her path to success (obstacles, awards won, etc.) is not explained.</p>
<b>Historical</b> Address the Essential and Content Questions: <i>What does it take to change our world? Who did</i>	Significance of my Great Thinker and his/her impact on the world is clearly explained. My audience absolutely knows why he/she is considered a Great Thinker. Time in	Significance of my Great Thinker and his/her impact on the world is explained. My audience has a good idea why he/she is considered a Great Thinker. Time in which	Significance of my Great Thinker and his/her impact on the world is partly explained. My audience has to guess as to why he/she is considered a Great Thinker. Time in	Significance of my Great Thinker and his/her impact on the world is not explained. My audience does not know why he/she is considered a Great Thinker. Time in which

<i>their work impact?</i>	which my Great Thinker lived and its impact on his/her life is clearly described and explained.	my Great Thinker lived and its impact on his/her life is mostly described and explained.	which my Great Thinker lived and its impact on his/her life is partly described or explained.	my Great Thinker lived and its impact on his/her life is not described or explained.
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Assessing Projects: Great Thinkers  
Questioning Prompts

Possible Questioning Probes to Illicit Higher-Order Thinking

1. What are the characteristics of a Great Thinker?
2. What qualities make someone a Great Thinker?
3. Why did you choose your particular Great Thinker?
4. What about your Great Thinker makes him/her great?
5. What impacts did your Great Thinker have on the world?
6. Who does your Great Thinker remind you of in your life?
7. What do you think your Great Thinker would think of today's world?
8. If you could ask your Great Thinker one question, what would you ask him/her?
9. How do you think the world would be different if your Great Thinker had not been born?
10. What do you need to do to become a Great Thinker?
11. Why are Great Thinkers so important to the world?