

TOUCHSTONES[®]
VOLUME C
Digital Binder

Published by
TOUCHSTONES[®]
DISCUSSION PROJECT

About the Touchstones® Discussion Project

The Touchstones Discussion Project is a nonprofit organization founded on the belief that all people can benefit from the listening, speaking, thinking, and interpersonal skills gained by engaging in active, focused discussions. Since 1984, Touchstones has helped millions of students and others develop and improve these skills in school, work, and life. For more information about the Touchstones Discussion Project, visit www.touchstones.org.

All contents developed by:

Geoffrey Comber
Howard Zeiderman
Nicholas Maistrellis

©2021

by Touchstones Discussion Project

PO Box 2329

Annapolis, Maryland 21404

800-456-6542

www.touchstones.org

All rights reserved. This digital binder is provided for authorized instructional use only and only through June 30, 2021. No part of this book may be reproduced or repurposed in any form without prior written consent of the authors.

ISBN: 978-1-937742-82-9

Worksheet 1: The Orientation Class



INDIVIDUAL WORK

1. Which ground rule do you think will be the hardest for the class to follow? Why?

2. Which ground rule will be hardest for you to follow? Why?

Complete question 3 *after* the discussion.

3. Choose one or two of the goals (items *a* through *k* in the text) that you would like to achieve through this program. Write the letters here.



SMALL GROUP WORK

1. The chairperson of your group is responsible for organizing the group, making sure everyone participates, and presenting the group's answers to the whole class. The secretary is responsible for recording your group's answers. The participants are responsible for being cooperative and helping make sure that the group work gets done.
2. Form a circle with your chairs to make sure each person in the group is included.
3. Each person in the group should tell the group what he or she wrote down for question 1 in the Individual Work.
4. Everyone in the group should decide which ground rule will be the most difficult for the class to follow. Write your group's choice below. Why did your group choose this ground rule?

SMALL GROUP WORK



1. The chairperson of your group is responsible for organizing the group, making sure everyone participates, and presenting the group's answers to the whole class. The secretary is responsible for recording your group's answers. The participants are responsible for being cooperative and helping to make sure the group work gets done.
2. Form a circle with your chairs to make sure each person in the group is included.
3. Group members should tell one another what they wrote down for question 1 in the Individual Work.
4. Discuss the three main causes of anger that Bacon describes in the text. Which of the three do you think causes the most anger? Which causes the least? As a group, decide which you think causes the most anger and why. The secretary should write the answer below.

Worksheet 4: On Human Cures for Sadness

INDIVIDUAL WORK



1. Everyone is sad sometimes. How can we overcome sadness and feel better? Aquinas has some suggestions. Which of the five cures for sadness seems to work best for you? Mark them from 1-5, with “1” being the most helpful and “5” being the least helpful.

- _____ a) Delightful activity
- _____ b) Tears
- _____ c) Friendship
- _____ d) Learning, reading, studying
- _____ e) Bathing and sleeping

2. Is there another effective cure that you use that is not listed above? Describe it here.

SMALL GROUP WORK



1. All members of your group should report on how they answered question 1 above. As a group, help one another to explain the reasons for your choices. Then write your reasons below. Every member of the group should have their own responses to question 3 included below.
2. Which of Aquinas’ five cures for sadness do you think is the best? Which do you think is the least helpful? Write brief answers here.

1. Best

2. Least helpful

3. As a group, try to decide on one question that you would like to discuss during this Touchstones discussion.
4. Write an opening question to begin that discussion.

APPENDIX G

Participant Questionnaire

Please complete the following by circling the number for each line that best describes your own behavior.

Do you...

	<u>Hardly Ever</u>			<u>Sometimes</u>				<u>Almost Always</u>		
Interrupt others?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Listen to all participants?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Solicit other opinions?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Build upon what others say?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Keep focused and on task?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Encourage quieter members to speak?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

Please make a note of which of your own behaviors you would like to change.

Can you make this change yourself or do you need help from others?

APPENDIX H

Touchstones Discussion Evaluation Form

Below is a list of different ways that describe how people behave during discussions. Not all of these descriptions are true in all discussions. But sometimes these behaviors are very common. Think about the discussion you just had with your class. Then read each of the lines below and decide if the behavior was present in your discussion. Put a circle around the number that best describes how much it was a part of the discussion. Then check the space that asks if you think your class needs to improve in that area.

	Not Present	Somewhat Present			Very Present	Need to Improve?
A few people did most of the speaking	1	2	3	4	5	Yes___ No___
Cooperation	1	2	3	4	5	Yes___ No___
Silence	1	2	3	4	5	Yes___ No___
Interrupting	1	2	3	4	5	Yes___ No___
Paying Attention	1	2	3	4	5	Yes___ No___
Speaking to the entire class	1	2	3	4	5	Yes___ No___
Asking each other questions	1	2	3	4	5	Yes___ No___
Many people talked at once	1	2	3	4	5	Yes___ No___
It was difficult to enter the discussion	1	2	3	4	5	Yes___ No___
Shows respect to the entire class	1	2	3	4	5	Yes___ No___

1a) From the list above, pick one of the ways where you think your class needs to improve. Please explain why.

1b) What steps can your class take to improve?

2) On a scale from 1 to 10, how would you rate this discussion? (You can choose any number from 1 to 10. 1 is the lowest or worst score and 10 is highest or best score.) _____

Worksheet 5: God, Death, and the Hungry Peasant

INDIVIDUAL WORK



1. Imagine that you are going to distribute money to people and wish to be fair. How would you do it? Which one would you choose? Mark it with an X.

_____ Give everyone the same amount.

_____ Give those who need more money what they need.

_____ Give each person what he or she asks for.

_____ Let the people decide how it should be distributed.

SMALL GROUP WORK



1. The chairperson of your group is responsible for organizing the group, making sure everyone participates, and presenting the group's answers to the whole class. The secretary is responsible for recording your group's answers. The participants are responsible for being cooperative and helping to make sure the group work gets done.
2. Form a circle with your chairs to make sure each person in the group is included.
3. As a group, answer the questions below.

a) Why does the peasant give food to Death but not to God?

b) Is this fair of him?

c) Why or why not?

Worksheet 6: Two Different Kinds of Minds



INDIVIDUAL WORK

1. Arrange the groups below as more or less similar. On the straight line, place them as you feel they are more or less similar to P (person with common sense) and M (mathematician), which are put at the extremes of the line.

P _____ M

Novelist (N)
Lawyers (L)
Doctors (D)
Composers (C)
Historians (H)
Engineers (E)
Teachers (T)

2. Place your initials on the straight line above to indicate where you think you belong. Explain why you placed yourself there.



SMALL GROUP WORK

1. The chairperson of your group is responsible for organizing the group, making sure everyone participates, and presenting the group's answers to the whole class. The secretary is responsible for recording your group's answers. The participants are responsible for being cooperative and helping make sure the group work gets done.
2. Form a circle with your chairs to make sure each person in the group is included.
3. As a group, come up with an answer for the question below. List all the reasons you can think of. Use the back of the worksheet to write your answer, if necessary.

Why are some people afraid of mathematics?

Worksheet 7: The Histories



INDIVIDUAL WORK

1. If you were to create a country and decide what sort of government would rule the land, which would you choose (monarchy, democracy, or aristocracy) and why?



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.
2. Form a circle with your chairs to make sure each person in the group is included.
3. Your group should be made of students who all chose the same government for question 1 in the Individual Work. As a group, answer questions a through c below.

a) Explain your reasons for your choice for question 1 in the Individual Work. As a group, come up with an argument for your choice. This will be presented to the whole class at the start of discussion. Use the back of the worksheet or a separate sheet of paper to write your answer.

b) Are different forms of government better at different times?

c) Write down the letter for which form of government would be best in the following situations. Choose from Monarchy (M), Democracy (D), or Aristocracy (A).

- _____ War
- _____ Economic prosperity
- _____ Higher unemployment
- _____ Many natural disasters
- _____ Large population
- _____ Small population

APPENDIX G

Participant Questionnaire

Please complete the following by circling the number for each line that best describes your own behavior.

Do you...

	<u>Hardly Ever</u>			<u>Sometimes</u>				<u>Almost Always</u>		
Interrupt others?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Listen to all participants?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Solicit other opinions?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Build upon what others say?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Keep focused and on task?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Encourage quieter members to speak?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

Please make a note of which of your own behaviors you would like to change.

Can you make this change yourself or do you need help from others?

APPENDIX H

Touchstones Discussion Evaluation Form

Below is a list of different ways that describe how people behave during discussions. Not all of these descriptions are true in all discussions. But sometimes these behaviors are very common. Think about the discussion you just had with your class. Then read each of the lines below and decide if the behavior was present in your discussion. Put a circle around the number that best describes how much it was a part of the discussion. Then check the space that asks if you think your class needs to improve in that area.

	Not Present	Somewhat Present			Very Present	Need to Improve?
A few people did most of the speaking	1	2	3	4	5	Yes___ No___
Cooperation	1	2	3	4	5	Yes___ No___
Silence	1	2	3	4	5	Yes___ No___
Interrupting	1	2	3	4	5	Yes___ No___
Paying Attention	1	2	3	4	5	Yes___ No___
Speaking to the entire class	1	2	3	4	5	Yes___ No___
Asking each other questions	1	2	3	4	5	Yes___ No___
Many people talked at once	1	2	3	4	5	Yes___ No___
It was difficult to enter the discussion	1	2	3	4	5	Yes___ No___
Shows respect to the entire class	1	2	3	4	5	Yes___ No___

1a) From the list above, pick one of the ways where you think your class needs to improve. Please explain why.

1b) What steps can your class take to improve?

2) On a scale from 1 to 10, how would you rate this discussion? (You can choose any number from 1 to 10. 1 is the lowest or worst score and 10 is highest or best score.) _____

Worksheet 8: A Mathematician's Defense



INDIVIDUAL WORK

1. Why does your school teach you mathematics?

2. Which of the following characteristics are true of mathematics? Mark the ones you choose with an 'x'.

- a) beautiful
- b) important
- c) unimportant
- d) serious
- e) interesting
- f) boring



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.
2. Form a circle with your chairs to make sure each person in the group is included.
3. Group members should tell one another what they wrote down for 1 and 2 in the Individual Work.
4. Now work as a group to come up with one set of answers for questions 1 and 2 above.

Worksheet 9: Democracy in America, Equality and Liberty



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.
2. Form a circle with your chairs to make sure each person in the group is included.
3. Answer questions a-d. Be specific in your examples for item a.

a) Give an example of equality.

b) Give an example of freedom.

c) Try to define equality.

d) Try to define freedom.



INDIVIDUAL WORK

1. Which would you value more, freedom or equality?

Why?

Worksheet 10: The Consolation of Philosophy



INDIVIDUAL WORK

1. Rank the items below in order of how important they are to obtain during your lifetime. “1” is most important, “7” is least important). For example, if you think it is most important to be wealthy, you will mark “Money” with a “1.” Use each number 1 through 7 only once.

- _____ Money
- _____ Power
- _____ Honor
- _____ Pleasure
- _____ Friends
- _____ Family
- _____ Other _____

2. What makes you happy on a day-to-day basis?

3. What will make you happy in life? (This may be something listed above or something else.)



SMALL GROUP WORK

1. As a group, create a definition for happiness and write it here. If you need more room, write your answer on the back.

Worksheet 11: The Declaration of Independence



INDIVIDUAL WORK

Write in your own words what you think each phrase below means. Try to rewrite each phrase in a way that makes the meaning clearer.

1. ...all men are created equal

2. ...that we have the inalienable right to life, liberty and the pursuit of happiness.



SMALL GROUP WORK

1. Share your answers from the individual work with the other members of your group.
2. As a group, come up with one translation or re-writing for each phrase. Be specific and focus on what is meant by “all men,” “equal,” “inalienable right,” “life,” and “liberty.” Write your group’s translation below.

APPENDIX G

Participant Questionnaire

Please complete the following by circling the number for each line that best describes your own behavior.

Do you...

	<u>Hardly Ever</u>			<u>Sometimes</u>				<u>Almost Always</u>		
Interrupt others?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Listen to all participants?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Solicit other opinions?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Build upon what others say?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Keep focused and on task?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Encourage quieter members to speak?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

Please make a note of which of your own behaviors you would like to change.

Can you make this change yourself or do you need help from others?

APPENDIX H

Touchstones Discussion Evaluation Form

Below is a list of different ways that describe how people behave during discussions. Not all of these descriptions are true in all discussions. But sometimes these behaviors are very common. Think about the discussion you just had with your class. Then read each of the lines below and decide if the behavior was present in your discussion. Put a circle around the number that best describes how much it was a part of the discussion. Then check the space that asks if you think your class needs to improve in that area.

	Not Present	Somewhat Present			Very Present	Need to Improve?	
A few people did most of the speaking	1	2	3	4	5	Yes___	No___
Cooperation	1	2	3	4	5	Yes___	No___
Silence	1	2	3	4	5	Yes___	No___
Interrupting	1	2	3	4	5	Yes___	No___
Paying Attention	1	2	3	4	5	Yes___	No___
Speaking to the entire class	1	2	3	4	5	Yes___	No___
Asking each other questions	1	2	3	4	5	Yes___	No___
Many people talked at once	1	2	3	4	5	Yes___	No___
It was difficult to enter the discussion	1	2	3	4	5	Yes___	No___
Shows respect to the entire class	1	2	3	4	5	Yes___	No___

1a) From the list above, pick one of the ways where you think your class needs to improve. Please explain why.

1b) What steps can your class take to improve?

2) On a scale from 1 to 10, how would you rate this discussion? (You can choose any number from 1 to 10. 1 is the lowest or worst score and 10 is highest or best score.) _____

Worksheet 12: On Public Education



INDIVIDUAL WORK

1. How would you rank, in importance, government support of the following activities? This means the government would pay for the service entirely and there would be no cost to any citizen. Rank the following activities from 1 to 8 by placing “1” next to the activity that you think is most important to be fully government funded, with “8” being the least important to be fully funded.

- _____ a) medical care
- _____ b) public transportation
- _____ c) elementary and middle school education
- _____ d) child care
- _____ e) high school
- _____ f) food
- _____ g) college
- _____ h) vacations



SMALL GROUP WORK

1. Choose a chairperson and a secretary. As a group, answer the following questions.
2. Place the above items (by letter) underneath the correct column below to show which you think the government should pay for, which you think the individual should pay for, and which you think the government and individuals should share the cost for. Each item from above should appear under one and only one of the choices.

Government Pays All Individual Pays All Government and Individuals Share Cost

3. What other services do you think the government should pay for? Try to get your group to agree on an answer.

Worksheet 13: Continuity and Irrational Numbers



INDIVIDUAL WORK

1. Which of these fields requires the greatest creativity Order them from most creative “1” to least creative “6”.

- _____ a) music
- _____ b) business
- _____ c) mathematics
- _____ d) poetry
- _____ e) teaching
- _____ f) cooking

2. Name one or two people who you think are creative and explain why.



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.
2. As a group, discuss and come up with an explanation of why numbers were created. Think about the different ways in which we use numbers and try to decide just how they were created.

Worksheet 14: Character



INDIVIDUAL WORK

1. Do you think the following characteristics and abilities are ones people are born with and inherited (mark with an **I**), or are they ones people learned from their upbringing and education (mark with an **E**)?

- _____ a) Someone who sings very well.
- _____ b) Someone always treats others fairly.
- _____ c) Someone who is good at math problems.
- _____ d) Someone who always finishes the chores or work before playing.
- _____ e) Someone who is a good actor.

2. Write down one of your own characteristics (like kindness or quick temper or being good at music) that you think is mostly inherited and one characteristic that is learned.

Inherited _____

Learned _____



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.
2. Voltaire says that we can only hide our traits, not change them. Look at the list below and decide which traits you think a person could change and which ones could never be changed. Check the appropriate box.

	Could change	Could never change
Mathematical ability	<input type="checkbox"/>	<input type="checkbox"/>
Singing voice	<input type="checkbox"/>	<input type="checkbox"/>
Laziness	<input type="checkbox"/>	<input type="checkbox"/>
Kindness	<input type="checkbox"/>	<input type="checkbox"/>
Sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>
Bad temper	<input type="checkbox"/>	<input type="checkbox"/>

3. Pick one trait that your group thought a person could change and explain how a person would go about changing that trait.

Worksheet 15: On Moral Education

i

INDIVIDUAL WORK

1. The items on the following list are considered good and important for all of us. In your opinion, which of them can also be accompanied by consequences that are not good (N), and which of them are entirely good (G).

- _____ a) A medicine to cure cancer
- _____ b) Love within the family
- _____ c) Increased use of computers to store information
- _____ d) Increased contacts and relations between countries
- _____ e) The duty to speak the truth
- _____ f) Ease of travel

2. Crime is one evil that affects all of us. Circle the choices below that you feel would be the most effective method for eliminating crime.

- a) A strong government and large police forces.
- b) A decent job for everyone in the society
- c) Religion
- d) Education
- e) Strict enforcement of laws

S

SMALL GROUP WORK

1. Appoint a chairperson and a secretary.

2. As a group, come up with an answer to both of the questions below.

a) Mann says that systems like government, law, and religion have failed to curb “immoralities and crimes.” Why might education succeed where these systems have failed?

b) What would be one difference between the educational system that Mann suggests and our current educational system?

APPENDIX G

Participant Questionnaire

Please complete the following by circling the number for each line that best describes your own behavior.

Do you...

	<u>Hardly Ever</u>			<u>Sometimes</u>				<u>Almost Always</u>		
Interrupt others?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Listen to all participants?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Solicit other opinions?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Build upon what others say?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Keep focused and on task?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Encourage quieter members to speak?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

Please make a note of which of your own behaviors you would like to change.

Can you make this change yourself or do you need help from others?

APPENDIX H

Touchstones Discussion Evaluation Form

Below is a list of different ways that describe how people behave during discussions. Not all of these descriptions are true in all discussions. But sometimes these behaviors are very common. Think about the discussion you just had with your class. Then read each of the lines below and decide if the behavior was present in your discussion. Put a circle around the number that best describes how much it was a part of the discussion. Then check the space that asks if you think your class needs to improve in that area.

	Not Present	Somewhat Present			Very Present	Need to Improve?	
A few people did most of the speaking	1	2	3	4	5	Yes___	No___
Cooperation	1	2	3	4	5	Yes___	No___
Silence	1	2	3	4	5	Yes___	No___
Interrupting	1	2	3	4	5	Yes___	No___
Paying Attention	1	2	3	4	5	Yes___	No___
Speaking to the entire class	1	2	3	4	5	Yes___	No___
Asking each other questions	1	2	3	4	5	Yes___	No___
Many people talked at once	1	2	3	4	5	Yes___	No___
It was difficult to enter the discussion	1	2	3	4	5	Yes___	No___
Shows respect to the entire class	1	2	3	4	5	Yes___	No___

1a) From the list above, pick one of the ways where you think your class needs to improve. Please explain why.

1b) What steps can your class take to improve?

2) On a scale from 1 to 10, how would you rate this discussion? (You can choose any number from 1 to 10. 1 is the lowest or worst score and 10 is highest or best score.) _____

Worksheet 16: The Notebooks



INDIVIDUAL WORK

1. Which is more important to you: your sense of sight (your eyes) or your sense of hearing (speech and noises in general)? You must choose one.

Eyes _____ Ears _____

Explain your choice.

2. Would you prefer to read about a great battle or to see a painting of it?

See _____ Read _____

Why?

3. If you loved someone, would you want to see a painting of him or her or read a vivid description about him or her?

See _____ Read _____

Why?

4. What would be worse, to lose your voice or your sight?

Voice _____ Sight _____

Why?



SMALL GROUP WORK

1. Compare your answers to the questions in the Individual Work. Make sure you explain the reasons for your choices. Feel free to change your answer if someone persuades you.

Worksheet 17: First Amendment to the Constitution of the United States of America



INDIVIDUAL WORK

1. Rank the following rights in order of importance. “1” is the right you feel is the most important to have, and “4” is the least important.

_____ Freedom of Religion
_____ Freedom of Speech
_____ Freedom of Press
_____ Right to Assemble Peaceably

2. For whichever right you marked as “1”, explain why you think that right is the most important of the four that are listed.



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.
2. Compare your answers to question 1 in the Individual Work.
3. As a group, decide which right is the least important to have.
4. Once you have decided, describe what it would mean if that right was taken away. Come up with examples of things that U.S. Citizens would not be allowed to do.

Worksheet 18: On Religion and the State



INDIVIDUAL WORK

1. In the United States, the government has no authority to tell its citizens what religious beliefs, if any, you must uphold. Therefore, Americans can and do practice many different religions. But this is not true everywhere; there are some countries in which there is an official religion for everybody. Below each heading, come up with three reasons why it would be better for a nation to have everyone share the same religious beliefs and three for why it would be better for a nation to allow everyone to choose his or her own religion.

Sharing the same religion

Having freedom of religion

a) _____

a) _____

b) _____

b) _____

c) _____

c) _____

SMALL GROUP WORK

1. In the second to last paragraph, Jefferson talks about “natural rights” and “rights of conscience.” As a group, describe the difference between these two types of rights.
2. Elect one member of the group who will report your description to the class.



Worksheet 19: Federalist Paper No. 10

INDIVIDUAL WORK



1. Think about your own class. Have you found that during some discussions, groups within the class have conflicts with one another? This could be an example of a faction. Mark why you think such conflict occurs, or write another possibility in the blank below.

- a) People do not listen well to one another.
- b) People often agree with their friends in an argument.
- c) People genuinely think differently.
- d) People do not spend enough time working to understand one another.
- e) Other possibility _____

2. What can be done to fix these situations when they occur in your class? Come up with a few possible solutions.

SMALL GROUP WORK



- 1. Elect a chairperson and a secretary.
- 2. As a group, come up with an example where factions are present in our government today.
- 3. After you have decided on your example, describe how that faction affects the government and come up with a way that the government could avoid factions.

APPENDIX G

Participant Questionnaire

Please complete the following by circling the number for each line that best describes your own behavior.

Do you...

	<u>Hardly Ever</u>			<u>Sometimes</u>				<u>Almost Always</u>		
Interrupt others?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Listen to all participants?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Solicit other opinions?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Build upon what others say?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Keep focused and on task?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Encourage quieter members to speak?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

Please make a note of which of your own behaviors you would like to change.

Can you make this change yourself or do you need help from others?

APPENDIX H

Touchstones Discussion Evaluation Form

Below is a list of different ways that describe how people behave during discussions. Not all of these descriptions are true in all discussions. But sometimes these behaviors are very common. Think about the discussion you just had with your class. Then read each of the lines below and decide if the behavior was present in your discussion. Put a circle around the number that best describes how much it was a part of the discussion. Then check the space that asks if you think your class needs to improve in that area.

	Not Present	Somewhat Present			Very Present	Need to Improve?	
A few people did most of the speaking	1	2	3	4	5	Yes___	No___
Cooperation	1	2	3	4	5	Yes___	No___
Silence	1	2	3	4	5	Yes___	No___
Interrupting	1	2	3	4	5	Yes___	No___
Paying Attention	1	2	3	4	5	Yes___	No___
Speaking to the entire class	1	2	3	4	5	Yes___	No___
Asking each other questions	1	2	3	4	5	Yes___	No___
Many people talked at once	1	2	3	4	5	Yes___	No___
It was difficult to enter the discussion	1	2	3	4	5	Yes___	No___
Shows respect to the entire class	1	2	3	4	5	Yes___	No___

1a) From the list above, pick one of the ways where you think your class needs to improve. Please explain why.

1b) What steps can your class take to improve?

2) On a scale from 1 to 10, how would you rate this discussion? (You can choose any number from 1 to 10. 1 is the lowest or worst score and 10 is highest or best score.) _____

Worksheet 20: Federalist Paper No. 2



INDIVIDUAL WORK

1. All of your life, you have lived in a country that has a government. So you may have never thought about why you have a government. Why do we people a government? Take a couple of minutes to think about the question. Then, in the space below, write down some things that people need that the government does for them.



SMALL GROUP WORK

1. Elect a chairperson and a secretary. Answer the questions below.
2. The very name of our country, United States of America, implies that we exist as a single country, united. But what exactly unites the people of the United States?
3. What interests, traits, or other aspects of our lives unite all the people in the U.S.?

Worksheet 21: Democracy in America, Why Americans Are So Restless



INDIVIDUAL WORK

1. How would you characterize people in the United States? Put a **T** next to those terms that you think are true and an **F** next to those that you think do not apply.

Americans are...

_____ kind

_____ hardworking

_____ content

_____ restless and impatient

_____ competitive

_____ generous



SMALL GROUP WORK

1. In your group, share aloud your answers to each of the traits above.
2. As a group, decide on one characteristic that you all think is generally true for Americans. Use the space below to explain why you think this characteristic applies to Americans. Include examples if you can.

Worksheet 22: The Meno



INDIVIDUAL WORK

1. How would you explain the words “shape” and “love” to someone?

What is shape?

What is love?



SMALL GROUP WORK

1. Share your definitions for “shape” and “love” with one another and decide on one definition for each of them.

What is shape?

What is love?

2. Discuss the following questions. Then try to come to agreement on your answers and write them in the space provided.

What is common to all shapes?

What is common to all cases of love?

Worksheet 23: Prisoners Listening to Music



INDIVIDUAL WORK

1. Write down five observations that you notice after studying Kollwitz's drawing.

a)

b)

c)

d)

e)

2. What do you guess these three people are thinking about?

3. If you had to rename this drawing, what would you title it?



SMALL GROUP WORK

1. Appoint a chairperson and secretary.

2. In your group, share your observations from the Individual Work. Then work together to create a "road map" for exploring the drawing. This map will be a set of directions that you will share with the entire class to help them better understand what the drawing tells us.

How to "Read" this Drawing:

1. Start first by looking at:

2. Then move your eyes to look at:

3. Then notice these things about the drawing:

4. These details tell us that the artist wants us to understand this from the drawing:

Worksheet 24: To Emancipate the Mind

INDIVIDUAL WORK



1. How would you rank the following discoveries, from 1 to 6, in order of their importance for people? Write “1” for the most important and “6” for the least important. Use all numbers 1 to 6 only once.

- | | |
|-------------------------------|-----------------------|
| _____ a) computers | _____ d) antibiotics |
| _____ b) fire | _____ e) telephone |
| _____ c) writing and printing | _____ f) the internet |

2. In the space below, explain your decision for the one that you thought was the most important.

SMALL GROUP WORK



1. Compare your answers to question 1 above. As a group, come to agreement about which of the inventions is the most important. Write your answer below.

_____ is the most important invention.

2. Explain why your group chose that answer. Remember, one member of your group should be selected to report your decision to the class.

WRITING ASSIGNMENT



Lincoln stated that writing can make someone more free. In your discussion in class, many ideas were express about the role of writing. Do you agree that writing can make people free? Explain your response with examples from the text and/or life.

Worksheet 25: Bonifacius—Essays to Do Good



INDIVIDUAL WORK

1. Describe your neighborhood. How big is it? How many people or families live there? Do people live in apartments, houses, or condominiums? Are people friendly? Do they do things together? Add anything else that you would like to say about your neighborhood.

2. Imagine that you have some neighbors who are experiencing difficulty. Some are impoverished. Some are lonely and have lost a spouse. Some are sick. Choose three of these situations and think of some things you could do to help them.

Situation 1 _____

Way to help:

Situation 2 _____

Way to help:



Situation 3 _____

Way to help:

SMALL GROUP WORK

1. Compare your answers to question 2 above.
2. Choose three situations in total and include what you think is the best idea for helping that person or situation.

Situation 1 _____

Best way to help:

Situation 2 _____

Best way to help:

Situation 3 _____

Best way to help:

Worksheet 26: Emile or On Education



INDIVIDUAL WORK

1. When people talk about children being “spoiled,” what do they mean? Say in one sentence what being “spoiled” means.

2. You probably know someone who is spoiled. You may even have called someone spoiled. All the sentences below are true to some extent, but some are more true than others. With an “x,” mark the sentence that you think is most true.

- a) A spoiled child expects others to do as he or she wants.
- b) A spoiled child never considers other people’s feelings.
- c) A spoiled child makes life miserable for everyone.
- d) A spoiled child is selfish.
- e) A spoiled child never does what you ask.
- f.) A spoiled child thinks the world revolves around him or her.
- g.) A spoiled child is never satisfied.

3. Imagine that you are in the role of a parent and you are raising a child. Now imagine a situation in which your child wants something and won’t take no for an answer. What should you do to avoid spoiling your child? The list below contains a variety of suggestions. Check the ones that you think would help avoid spoiling your child. Come up with one thing you should do that is not on the list and write that in the last space.

- a) You should punish him or her.
- b) You should feel sorry for him or her.
- c) You should ignore him or her.
- d) You should try to change the child’s mind by talking to him or her.
- e) You should take away privileges or things that he or she likes.
- f) Other _____

SMALL GROUP WORK



1. Share your answers to question 3 in the Individual Work with the other members of your group.
2. Once you have shared your answers, as a group decide on two ways that best avoid spoiling a child. They can be from the list or ones you came up with on your own. Write your choices below. Make sure that you can explain why you chose these two actions when you report your answers to the class.

a)

b)

APPENDIX G

Participant Questionnaire

Please complete the following by circling the number for each line that best describes your own behavior.

Do you...

	<u>Hardly Ever</u>			<u>Sometimes</u>				<u>Almost Always</u>		
Interrupt others?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Listen to all participants?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Solicit other opinions?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Build upon what others say?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Keep focused and on task?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Encourage quieter members to speak?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

Please make a note of which of your own behaviors you would like to change.

Can you make this change yourself or do you need help from others?

APPENDIX H

Touchstones Discussion Evaluation Form

Below is a list of different ways that describe how people behave during discussions. Not all of these descriptions are true in all discussions. But sometimes these behaviors are very common. Think about the discussion you just had with your class. Then read each of the lines below and decide if the behavior was present in your discussion. Put a circle around the number that best describes how much it was a part of the discussion. Then check the space that asks if you think your class needs to improve in that area.

	Not Present	Somewhat Present			Very Present	Need to Improve?	
A few people did most of the speaking	1	2	3	4	5	Yes___	No___
Cooperation	1	2	3	4	5	Yes___	No___
Silence	1	2	3	4	5	Yes___	No___
Interrupting	1	2	3	4	5	Yes___	No___
Paying Attention	1	2	3	4	5	Yes___	No___
Speaking to the entire class	1	2	3	4	5	Yes___	No___
Asking each other questions	1	2	3	4	5	Yes___	No___
Many people talked at once	1	2	3	4	5	Yes___	No___
It was difficult to enter the discussion	1	2	3	4	5	Yes___	No___
Shows respect to the entire class	1	2	3	4	5	Yes___	No___

1a) From the list above, pick one of the ways where you think your class needs to improve. Please explain why.

1b) What steps can your class take to improve?

2) On a scale from 1 to 10, how would you rate this discussion? (You can choose any number from 1 to 10. 1 is the lowest or worst score and 10 is highest or best score.) _____

Worksheet 27: Open Letter to His Former Master



INDIVIDUAL WORK

1. Suppose you are trying to convince a slave owner that owning slaves is wrong. What sort of argument or approach do you think would be most successful? Choose from the list below or write one of your own.
 - a) Show how terrible it is to be a slave.
 - b) Show that owning slaves is economically unsound.
 - c) Show that it goes against religion.
 - d) Show that, according to history, civilized societies give up slavery.
 - e) Describe a better way for people to treat each other.
 - f) Other _____
2. Give a short reason for your choice.



SMALL GROUP WORK

1. Elect a chairperson and a secretary.
2. As a group, hold a brief discussion on the question, "Why did Douglass write this letter?" The chairperson is responsible for making sure that you address this question.
3. When you have come to some agreement, the secretary should write your answer below and include the reasons for choosing that answer.

Worksheet 28: The Life of Alcibiades

i

INDIVIDUAL WORK, PART 1

1. Suppose you were deciding whether to hire a person to work in a company that you own. What sources of information would you trust in evaluating the person's qualifications? Rank the ones listed below with "1" being the source you would trust most, "2" being the source you would trust the second most, and so on. Give "7" to the source that you trust least.

- _____ a) Questionnaire the applicant fills out
- _____ b) What you have firsthand information about (you have seen it yourself)
- _____ c) Comments from people the applicant worked for in the past
- _____ d) Written recommendation that the applicant supplies
- _____ e) Comments from the applicant's teachers
- _____ f) The applicant's responses during the interview
- _____ g) Stories you have heard from others

S

SMALL GROUP WORK

1. Elect a chairperson and a secretary.
2. As a group, compare your ranking of the items above. Discuss and decide upon one source that you all agree is the most important.
3. Write that item below and explain why your group thinks it is the most reliable

i

INDIVIDUAL WORK, PART 2

2. Would you be friends with Alcibiades if he were your age? Explain why or why not. Refer to the parts of the text that influenced your decision.

Worksheet 29: Woman Holding a Balance

INDIVIDUAL WORK



1. Identify five significant details in this picture.

a)

b)

c)

d)

e)

2. What is this woman doing?

3. What do you imagine she is thinking about?

4. What do you think is the relationship between the woman and the painting on the wall behind her?

SMALL GROUP WORK



1. Form a circle with your chairs to make sure each person in the group is included.

2. Compare your answers to question 1 from the Individual Work.

3. Were there any details that everyone in your group recorded? What were they?

4. Were there any details that only one or two people noticed? What were they?

5. Now look again at the painting as a group. Are there any details in the painting that the group discovered that no one in your group noticed on their own? If so, what are they?

Worksheet 30: We Cannot Live for Ourselves Alone



INDIVIDUAL WORK

1. Do you feel it is important to volunteer your time to your community, or do you think certain community jobs should be handled by paid employees or by both volunteers and paid employees? Place an **X** in the appropriate column to mark your choice(s) for each of the items listed below. If you can think of one, list another possibility for (h).

	<u>Volunteers</u>	<u>Paid Employees</u>	<u>Both</u>
(a) general community clean up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) serving food to the homeless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) safety in the neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) child care for working parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) providing fire and emergency response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) visits to the elderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) literacy teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.
2. Arrange your chairs in a circle so that everyone is included.
3. As a group, choose one of the following questions to discuss. Mark the one that you picked:

- 1) What would the world be like if nobody ever volunteered or did anything without being paid?
- 2) What would the world be like if everyone volunteered at least ten hours every week?

4. After your group has picked a topic, make a list of pros and cons for the situation you picked. For example, if your group picked question (i) (if no one ever volunteered or did anything for free), you would make a list of things that would be good (pros) and one list of things that would be bad (cons).

Think of at least five things for each list. Choose a member of your group to report your group's lists to the rest of the class.

	<u>PROS (Good things)</u>	<u>CONS (Bad things)</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____