

TOUCHSTONES[®]

VOLUME A

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.

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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. Make sure everyone can see and hear each other clearly.
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?

Worksheet 2: Money Makes Worries



INDIVIDUAL WORK

Complete the following questions on your own.

1. List three ways in which you believe that possessing a huge amount of money would make you happy.
 - a)
 - b)
 - c)

2. List three ways in which you believe that having a huge amount of money would give you problems and make you unhappy.
 - a)
 - b)
 - c)



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. Make sure that everyone can see and hear each other clearly.
3. Compare your individual answers to the questions above.
4. The secretary should write down as many suggestions as your group can think of on how to prevent the unhappiness or problems that wealth might cause, without getting rid of it, as Ti does.

Worksheet 3: The Tortoise and the Rabbit and The Tortoise and the Antelope



INDIVIDUAL WORK OR SMALL GROUP WORK

1. Your teacher will read the worksheet aloud and explain the way in which you should complete the following questions.
2. Each person in the class must decide if he or she would like to complete the worksheet individually or in a small group. The students choosing to work alone should begin working quietly. The rest of the class will be separated into small groups to complete the worksheet.
3. Each small group should appoint a chairperson and a secretary. 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.

a) In Aesop's story, the turtle wins the race all by himself because he never gives up. What are the advantages and disadvantages of working all by yourself?

b) In the Ngoni peoples' story, the turtles cooperate to help one of their friends win the race. What are the advantages and disadvantages of working in a group?

c) Imagine that you are to tell a story about a race between a fast animal and a slow animal where the slow animal wins. Which animals would you choose?

i. fast _____ ii. slow _____

d) How would you make the slow animal win? Create a story and write it here.

Worksheet 4: The Qur'an



INDIVIDUAL WORK

Complete the following questions on your own before you read the text.

- Imagine that the following are some situations where you are wronged and hurt. They are in a random order. Order the situations from 1 to 6 with "1" being the most wrong or hurtful and "6" being the least wrong. Also, decide whether you think you could forgive any or all of these actions. Mark the ones you can forgive with an **F** and those you can't forgive with an **NF** in the space following each.

RANK 1 TO 6

F - FORGIVE
NF - NOT FORGIVE

- ____ Someone beats and kicks you because they think you stole some money from them, *but in fact you did not*. _____
- ____ Your best friend says something cruel to you. _____
- ____ Someone tells a lie about you to get you in trouble. _____
- ____ Your boyfriend/girlfriend deceives you about something important. _____
- ____ Someone tells a lie about your best friend. _____
- ____ Someone beats and kicks you for no reason at all. _____

- Give a reason that would explain to someone why you couldn't forgive the actions marked with NF. The reason should allow the other person to understand why you think that these cases are similar.



PAIR WORK

- In pairs, you will compare the list from question 1 in the Individual Work and the way you each ranked the situations.
- Which of the above scenarios do the two of you agree can be forgiven? Write the letters here. _____ and _____
- Help each other to answer question 2 from the Individual Work. Although you may have different reasons, write what you and your partner came up with in the space below. You should help your partner express his or her own answer.

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: The Royal Commentaries of the Inca



INDIVIDUAL WORK

Complete the following questions on your own after your teacher has read the text aloud.

1. If you were stranded on a desert island, what two things would you like to have to help you survive?

Why did you choose those two things?

2. If you were stranded on a desert island, what two things would you miss the most?

Why?

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. Make sure everyone can see and hear each other clearly.
3. Compare your answers.
4. Try to agree on two things in your answers to question 1 in the Individual Work that all of you in the group would like to have.

5. a) Can you all agree on two things that you will miss? If so, what are they?

b) If not, what is similar in all your answers?

Worksheet 6: Two Portraits

INDIVIDUAL WORK

Complete questions 1 and 2 on your own before your teacher hands out the book.
Do not complete questions 3 and 4 until your teacher gives you further directions.



1. If you want to find out as much as you can about a person simply by using your eyes and looking at him or her, what gives you the best clues? Listed below are four characteristics that you might use as clues. Add two more clues that you might use. Rank all the clues in order of usefulness or importance with “1” being most important and “6” least important.

_____ a) skin (smooth, wrinkled, etc.)

_____ b) eyes (drooping, bright, etc.)

_____ c) the way the person sits or stands

_____ d) the clothes a person wears

_____ e) your own clue: _____

_____ f) another clue: _____

2. Pick the two most useful clues from above that you would use in learning about someone whom you could only look at, and explain what each can tell you.

Clue 1: _____
What can this tell you about a person?

Clue 2: _____
What can this tell you about a person?

Lesson 6: Two Portraits

Do not complete questions 3 and 4 until you are directed to do so.

3. Write a short description of the character of the man in the left portrait. Give at least two supporting details.

4. Write a short description of the character of the man in the right portrait. Give at least two supporting details.



PAIR WORK

Compare your answers and try to agree—especially on question 2.



PAINTINGS

The artwork for this lesson is located in the back of the Teacher's Guide on pages 250 and 251 and in the Student Edition on pages 66 and 67.

Worksheet 7: The Parable of the Greedy Sons



INDIVIDUAL WORK

Complete the questions below before your teacher reads the text.

1. Have you or someone you know ever been tricked into doing something “for your own good?” Briefly describe it here.

2. Check which of the the following people have tricked you into doing something for your own good.
 - ☐ a parent
 - ☐ a teacher
 - ☐ a friend
 - ☐ a police officer
 - ☐ a grandparent
 - ☐ other _____



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. Make sure everyone can see and hear each other clearly.
3. The group should come up with two explanations to show how a teacher might be like the farmer in the story you read today. The secretary should write the two reasons 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>
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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>
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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 Man Who Couldn't See and A Man Who Couldn't Walk

INDIVIDUAL WORK



1. The following examples are three kinds of tasks requiring cooperation. But the kind of cooperation needed is different for each task. You are to do two things: (1) write a few words to explain to yourself how each kind of cooperation is different from the others; (2) rank them in order from 1 (easiest) to 3 (hardest) according to how easy or hard it would be to achieve the specific kind of cooperation needed.

_____ a) There are ten of you, each with a spade. Your group must dig up a field fifty yards square. Kind of cooperation needed:

_____ b) There are three of you; one speaks well (clearly and with feeling) but can't write well and has few good ideas, another writes well but mumbles and stutters, and the third has great ideas but doesn't express them clearly in speech or writing. You have to write and deliver a speech tomorrow. Kind of cooperation needed:

_____ c) This Touchstones discussion. Kind of cooperation needed:

2. Which of the above examples requires the kind of cooperation that the blind man and the man who can't walk achieved? Check one: ☐ a ☐ b ☐ c
Why?

3. Put a ✓ next to the following actions to indicate what you are able to do in Touchstones classes.

- _____ a) Speak well.
- _____ b) Read the text and understand it.
- _____ c) Share opinions or perspectives with the class.
- _____ d) Listen attentively.
- _____ e) Ask questions during the discussion.
- _____ f) Ask questions of other students to try to understand their points of view better.
- _____ g) Help the class by getting other students to focus on the speaker.
- _____ h) Other _____

4. Choose two of the actions listed above as goals that you will work on in future Touchstones classes, and rewrite them below.

a)

b)



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. Make sure everyone can see and hear each other clearly.
3. Each of you will share your goals from question 4 in the Individual Work with the group. Everyone will help give suggestions on what you can do to achieve those goals. Write the advice that you will take from your small group in the space provided in question 4.

Worksheet 9: An Unlucky Man?



INDIVIDUAL WORK

Complete the following questions by yourself.

1. Think of a time when you tried to do something good for someone else or to be nice to another person and it did not work out the way you wanted. Perhaps the person did not want your help, became angry, or did not recognize what you were trying to do. You may have given that person a present, offered advice, tried to do a favor, or told that person something. Describe the situation briefly and tell if you think you did or did not do the best or right action.
2. Which of the reasons below do you think explains why the situation did not work out? Check the reasons that apply.
 - ☐ a) The other person didn't realize what you were trying to do.
 - ☐ b) You were really doing something for yourself.
 - ☐ c) You didn't realize what the other person needed.
 - ☐ d) You made it hard for the other person to accept what you were offering.
 - ☐ e) The other person refused the help.
 - ☐ f) If you have a different reason, write it in the space below.

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. Make sure everyone can see and hear each other clearly.
3. Each of you should tell the others what you wrote for questions 1 and 2 in the Individual Work. (If anyone in your group was not able to think of a situation, the other members of the group should help that person think of one.)
4. For each situation, the group members should devise a plan that might have resulted in a better outcome.
5. How would your group suggest responding in each of the following scenarios? The secretary should write down what all of you decide.

A friend of yours is upset because he or she—

a) lost a sports game.

b) got in a fight with another friend.

c) feels that no one likes him or her.

d) was hurt by something that you said.

Worksheet 10: Life and Death



INDIVIDUAL WORK

Complete the following questions on your own after your teacher has read the text.

1. If you had the job of deciding whether humans should live forever or die, would you want to make this decision on your own or with someone else?

Check one: Alone With someone else

Reason:

2. Should the woman be allowed to change her mind when her daughter dies?

Check one: Yes No

Reason:



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. Make sure everyone can see and hear each other clearly.
3. Discuss what the man contributes to the decision. Then discuss what the woman contributes. Are both contributions useful? In what ways?
4. As a group, come up with at least two positive and two negative aspects of living forever.

Worksheet 11: The Symposium

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INDIVIDUAL WORK

Below is a list of twelve different objects that can be loved. You may think that some of these kinds of love are better than others. Rank them from 1 (the best kind of love) to 12 (the worst kind of love).

Love for—

- _____ a) A person's mind
- _____ b) Your country
- _____ c) A body
- _____ d) Science
- _____ e) Food
- _____ f) Money
- _____ g) Understanding things
- _____ h) Power
- _____ i) Fame
- _____ j) Respect from others
- _____ k) Fun
- _____ l) Sports

S

SMALL GROUP WORK

1. Appoint a chairperson.
2. Each student should tell the others which two kinds of love that he or she ranked first and second and which two kinds of love were ranked as not being worthwhile or as least worthwhile.
3. Once everyone has had a chance to share their answers, talk about each person's reasons for his or her choices. Then try to agree on the best way to decide which kind of love is better than another.

APPENDIX G

Participant Questionnaire

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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: Truth and Falsehood



INDIVIDUAL WORK

Answer the following questions.

1. Give an example of a lie that you have told and explain why you told it.

2. Are “white” lies bad? Why or why not?

3. **Scenario A:** Someone you know just got a new haircut that you think is very unattractive.
 - a) What if that person was your best friend? What would you tell your friend if he or she asked you what you think of it?

 - b) Would you say the same thing if someone whom you don’t know very well asks your opinion about his haircut?

 - c) What if your mother or father is the person who got a bad haircut? Would you tell her or him your opinion?



SMALL GROUP WORK

1. Appoint a chairperson.
2. As a group, answer the questions regarding the following scenario.

Scenario B: Someone you know from school calls you up to go to a movie.

 - a) You are not sure you want to be friends with this person. What do you do or say?

 - b) Do your actions change if a friend with whom you are mad calls to ask you to the movies?

 - c) What do you tell your best friend if he or she calls to go out, but you’ve already made plans with a group of friends who did not invite your best friend?

Worksheet 13: A Speech to the National American Woman Suffrage Association 1890



INDIVIDUAL WORK

Choose two men and two women you admire. (They may be people you know, a character from a book or from a movie, or someone famous.) List the names of the people you admire along with why you admire them. Specifically, list any qualities about them that you think are good qualities to have.



PAIR WORK

With your partner, write down a definition of—

a) womanliness

b) manliness

c) person



SMALL GROUP WORK

1. Appoint a chairperson and a secretary for the group. Everyone should sign the secretary's worksheet when the group is done with its work.
2. Each of you should choose two of the people who you have listed in the Individual Work, one man and one woman. Share with the group the qualities that you admire in the people you've chosen.
3. Once all group members have had a turn, the group should make a list of qualities that are admirable for a man to have and a list of qualities that are admirable for a woman to have. The secretary should write down the two lists. Note any qualities that appear on both lists, and try to think of any qualities that would be admirable in any person, regardless of gender.

Worksheet 14: The Tower of Babel



INDIVIDUAL WORK

1. Which of the following languages have you ever heard spoken? Check the languages from the choices below. What was it like hearing people speak in a language you didn't understand? Have you heard any other languages spoken?

☐ a) Spanish

☐ b) Chinese

☐ c) French

☐ d) Swahili

☐ e) Turkish

☐ f) Russian

2. Have you ever seen two people who don't have a language in common try to communicate? How would you give directions to someone with whom you do not share a language?

3. Write down two examples or scenarios where people have a difficult time understanding each other. Be sure to include a short explanation as to why the people were not able to communicate easily.



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.

2. Each person should present his or her two examples of scenarios from question 3 above, regarding when people have a difficult time understanding each other.

3. In your small group discuss the following: Suppose aliens landed on Earth. How would you suggest we try to communicate with them?

Worksheet 15: Maxims

SMALL GROUP WORK



1. Appoint a chairperson and a secretary.
2. Discuss the following questions with your small group. The secretary should write down the group's responses. The secretary should use a separate sheet of paper if there is not enough room to write the responses on the worksheet.
3. Remember to sign the secretary's worksheet when your group finishes working.

In the spaces below write the numbers of the two maxims that you are assigned.

_____ and _____

a) Maxim # _____

(1) What does it mean?

(2) In what way is it true? Give an example.

(3) To whom do you think the maxim applies?

☐ all people ☐ most people ☐ few people ☐ no people

(4) Do you agree with it? Why or why not?

Lesson 15: Maxims

b) Maxim #_____

(1) What does it mean?

(2) In what way is it true? Give an example.

(3) To whom do you think the maxim applies?

☐ all people ☐ most people ☐ few people ☐ no people

(4) Do you agree with it? Why or why not?



INDIVIDUAL WORK

1. Write your own maxim (or general truth).

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 Knight's Tale



INDIVIDUAL WORK

There are advantages and disadvantages in the situation of each prince. For this exercise, list *one* advantage and *one* disadvantage of each prince's situation. Be as specific as you can.

1. Palamon (the prince who stays in prison)

Advantage:

Disadvantage:

2. Arcite (the prince who goes free)

Advantage:

Disadvantage:

3. We all have advantages and disadvantages or strengths and weaknesses. List two reasons why it is hard to see your own advantages and disadvantages (or your own strengths and weaknesses) accurately.

SMALL GROUP WORK



1. Appoint chairperson and secretary.
2. Try to decide which prince is more fortunate. If you do not agree list the reasons about which there is disagreement here.

a) Which prince does the group think is more fortunate?

b) List four reasons why the group thinks so.

(1)

(2)

(3)

(4)

c) If you do not agree on an answer for question 2a, list three reasons for why you disagree.

(1)

(2)

(3)

Worksheet 17: The Republic



INDIVIDUAL WORK

Complete the following questions on your own.

1. What do you deliberately not do around your parents, grandparents, teachers, and others because you do not want to get into trouble? Circle the actions below that apply to you and write one of your own actions for e).

a) speak in a certain way

b) dress in a certain way

c) tease others

d) leave a mess behind

e) other: _____

2. Write one or two reasons to explain why you behave differently around adults than you do around your friends.

3. Do you think most people would take money left on a table if they thought they would never get caught? ☐ yes ☐ no

4. Think of the type of person who *would not* steal the money. Why do you think some people would not take it, even if they knew they would not get caught?

SMALL GROUP WORK



1. Appoint a chairperson for your group.
2. Share your answers from the questions 3 and 4 Individual Work.
3. The group should discuss the following possible reasons for question 4:
 - a) They would feel bad about themselves.
 - b) They would be ashamed of themselves.
 - c) They never even thought of stealing it because they knew it was wrong.
 - d) They were afraid someone would know and punish them.
4. Individually, group members should circle the reason listed above in item 3 that they agree with after having discussed the possibilities with the group.

Worksheet 18: The Life of Lycurgus



INDIVIDUAL WORK

Answer the following questions individually.

1. Do you think Lycurgus was successful in helping Sparta? Why do you think that?

2. Listed below are five laws that Lycurgus gave to the Spartans. He believed **c** was the most important. What do you think is the most important? Number the laws from “1” (most important) to “5” (least important).

☐ a) Every citizen gets the same amount of land.
☐ b) Iron, rather than gold and silver, is used as money.
☐ c) All citizens eat together and eat the same foods.
☐ d) Marriages and births are strictly controlled by the state.
☐ e) Spartans may not travel abroad; foreigners are kept out of Sparta.

3. Pretend Sparta had asked you to choose the laws for a country. Which, if any, of Lycurgus’ laws would you choose?

4. What other laws would you include?

Worksheet 19: Mont Sainte-Victoire and Letters



INDIVIDUAL WORK

Answer the following questions individually.

1. List five separate things you can identify in the painting. Be specific.
 - a)
 - b)
 - c)
 - d)
 - e)
2. List four different colors you can identify in the painting. What do the colors suggest? Be specific.
 - a)
 - b)
 - c)
 - d)
3. Describe the scene in the painting in one or two sentences below.



SMALL GROUP WORK

1. Appoint a chairperson.
2. Discuss the contents of the painting. What is the scene? What are the shapes? Why did the painter use those colors?

Worksheet 20: A Case Study in Medical Ethics

i

INDIVIDUAL WORK

Suppose that you are a teacher and that you have given a problem to a student to solve. The student doesn't get it right, though you are sure a real effort was made. Below are descriptions of three different types of students and possible responses from you as the teacher. Check one response for each case and in the space below, explain why you would act in that way. You may need to write your responses on a separate sheet of paper.

1. A student who has been trying hard recently.
 - ☐ a) Criticize the student and tell the student to work harder.
 - ☐ b) Encourage the student by focusing on what was in fact understood.
 - ☐ c) Explain what was wrong and show the student how to do it correctly.Why?

2. A student who almost always gets problems right and teases other students who make mistakes.
 - ☐ a) Criticize the student and tell the student to work harder.
 - ☐ b) Encourage the student by focusing on what was in fact understood.
 - ☐ c) Explain what was wrong and show the student how to do it correctly.Why?

3. A student who does very little work and gets most problems wrong.
 - ☐ a) Criticize the student and tell the student to work harder.
 - ☐ b) Encourage the student by focusing on what was understood.
 - ☐ c) Explain what was wrong and show the student how to do it correctly.Why?

S

SMALL GROUP WORK

1. Appoint a chairperson for the group.
2. If you could tell the doctor what to do in this situation, what would you tell him?
Check one of the choices below and discuss why this is what the doctor should do.
 - ☐ a) The doctor should say what the father wants him to say.
 - ☐ b) The doctor should tell the family the truth.
 - ☐ c) The doctor should say what the doctor in the story said.

Worksheet 21: Frankenstein



INDIVIDUAL WORK

Answer the following questions after your teacher has read the text aloud.

Below are the causes for the creature's unhappiness, which he told to Dr. Frankenstein in the cave. Each aspect causes the creature incredible sadness. Although it is difficult to separate these causes, try to rank the causes of his sadness in order of what you think would be most painful (1) to least painful (7) for you to endure.

- ___ a) Having no ancestors
- ___ b) Having no money or property
- ___ c) Being so different from others that everyone is afraid of you
- ___ d) Having no friends
- ___ e) Being isolated from society
- ___ f) Never having parents or a family of any kind
- ___ g) Knowing that no one in the whole world is like you



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.
2. Do you remember the story in Lesson 5 of Pedro Serrano? Look back in your books to that text and reread it quickly.
3. With everyone in the group helping, the secretary should make a list of the causes of Pedro Serrano's sadness.
4. Compare the creature's fate to that of Pedro Serrano's fate while he was still shipwrecked. Discuss the following questions. Which situation was worse? How are the situations similar or different?

Worksheet 22: Narrative of the Life of Frederick Douglass



INDIVIDUAL WORK

Complete the following questions on your own after you have read the text.

1. List two important things you have learned from another person.

a)

b)

2. List two important things you have taught to someone else.

a)

b)

3. Name one important thing you taught yourself.



SMALL GROUP WORK

1. Appoint a chairperson.

2. Compare your answers to the questions above. Discuss and decide if it is easier to be taught, teach someone else, or teach yourself.

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 23: The Peloponnesian Wars



INDIVIDUAL WORK

Complete the following questions individually before you read the text.

Imagine the following situation: A man goes into a room, sees money on a table, puts it into his pocket, and leaves.

1. Write your answers to the following question after each letter. What additional information about the man would convince you that he is:
 - a) a thief
 - b) an honest person
 - c) a greedy person
 - d) a generous person
2. Select one of your answers and supply additional information that would then make you change your mind about that person. For example, you described a situation where the man seemed greedy. Now imagine that you learned new information and decided he was generous. What would you have learned?



SMALL GROUP WORK

1. Appoint a chairperson and a secretary. Remember, when the group is done with the exercise below, each member of the group should sign the bottom of the secretary's worksheet.
2. Complete the exercise below.

Imagine you are the owner of an ad agency. It has been found that one of your client's products sometimes causes illness. Your group should come up with an ad that acknowledges this fact but still tries to get people to buy the product. The secretary should write the group's ad on a separate sheet of paper.

Worksheet 24: Buddy



INDIVIDUAL WORK

The following words were made into a poem called *Buddy* by Langston Hughes:

“That kid’s my buddy still and yet I don’t see him much he works downtown
for twelve a week has to give his mother ten she says he can have the other
two to pay his carfare buy a suit coat shoes anything he wants out of it.”

Below are the first four lines as they appear in the poem. You are to decide how you would use the rest of the words given above to complete *your* version of the poem. You cannot change the order of the words. However, you can put any number of words on a line, capitalize any word you feel should be capitalized, and put commas, periods or other punctuation wherever you decide they would be useful. Langston Hughes uses ten lines, but you can use as many as you like.

1. That kid’s my buddy,
2. still and yet
3. I don’t see him much.
4. He works downtown for twelve a week.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



PAIR WORK

1. Compare your versions of the poem.
2. Give each other reasons for the choices you made.
3. Are your versions two different poems? Why or why not?

Worksheet 25: The Souls of Black Folk



INDIVIDUAL WORK

Complete the following exercise individually after reading the text.

DuBois says that competition between people can be good or bad. Competition comes in various forms. There is competition between people playing a game (for example, basketball or running), between two people who like the same boy or girl, in a boxing match, in applying for one job, and so forth.

List three kinds of competition that are good and three that are bad.

1. Good Competition:

a)

b)

c)

2. Bad Competition:

a)

b)

c)



PAIR WORK

Help each other complete the lists that you began in the Individual Work. Make sure you can give reasons for what you have listed.

SMALL GROUP WORK



1. Appoint a chairperson.
2. As a group choose two items for each list. Make sure each member of the group is able to tell the rest of the class how the group made its decision about what to include on the lists and what to leave off.
3. Each person should write the group's choices on his or her own worksheet.

4. Good Competition:

a)

b)

5. Bad Competition:

a)

b)

Worksheet 26: Pensées



INDIVIDUAL WORK

Complete the following questions individually.

1. From the choices below (write in your own reason after letter “f” if you want), rank each reason from 1 to 5 (or 6 if you wrote an additional answer for “f”), where “1” is the most important to you and “5” (or “6”) is least important.

If someone says he or she loves you, would you want him or her to do so for—

- ___ a) how you look (handsome, beautiful, etc.).
- ___ b) how intelligent you are.
- ___ c) your opinions and ideas.
- ___ d) your good humor and being fun.
- ___ e) your kindness and generosity.
- ___ f) _____.

2. A disease or accident could destroy all the qualities listed above in question 1. If that happened, could the other person still love you?

Yes ☐ Why? What would he or she love?

No ☐ Why not?



SMALL GROUP WORK

1. Appoint a chairperson.
2. Compare your answers to questions 1 and 2 from the Individual Work.

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

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	Not Present	Somewhat Present			Very Present	Need to Improve?	
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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: The Making of a Scientist

INDIVIDUAL WORK

This story about Feynman's walk with his father contains a lot of details, but all the details are not equally important. Below is a list of six facts or details in the story. Number them according to how important you think they are, with "1" being most important, and "6" being least important.



- _____ a) Feynman's father made up names for the bird they observed in several different languages.
- _____ b) Feynman knew his father's story wasn't exactly true.
- _____ c) The bird is called a brown-throated thrush.
- _____ d) Feynman and his father look at the birds and notice there is no particular time when the birds peck their feathers.
- _____ e) Feynman's father made up a story that connected lice, mites, sugar-like material, and how often birds peck their feathers.
- _____ f) The story takes place during the summer in the Catskill Mountains.

SMALL GROUP WORK

1. Appoint a chairperson.
2. Compare answers from your individual work. As a group, come to consensus on the first three most important choices in order. Write the letters of your choices here.



- a) _____ b) _____ c) _____

Worksheet 28: The Theatetus



INDIVIDUAL WORK

Complete the following exercises individually.

- Below you will find two lists. One list contains colors, the other contains various moods, emotions, or feelings. Next to the mood, write the color that you feel is most similar to it. The colors from which you can choose are listed below. You can use the same color more than once.

white, red, pink, orange, yellow, brown, green, blue, violet, black

anger _____ love _____

sadness _____ happiness _____

hunger _____ joy _____

pain _____ pleasure _____

- Here are five descriptions of a bedroom. Circle the letter of the description that matches your bedroom and explain why you chose that analogy. If your bedroom does not fit any description, create your own analogy and write it where letter f is.

My bedroom looks like

a) a tornado just hit it because . . .

b) a palace because . . .

c) a prison cell because . . .

d) a library because . . .

e) a flea market because . . .

f) (other) _____ because . . .

SMALL GROUP WORK



1. Choose a chairperson and a secretary.
2. As a group, answer the following. The secretary should write down the group's analogies. Remember, each member of the group should sign the bottom of the secretary's worksheet when the work is completed.

Create an analogy to explain to someone what the following are like:

a) your classroom

b) an empty playground

c) the streets full of cars at rush hour

d) lunchtime

e) waking up in the morning

Worksheet 29: A Lesson for Kings



INDIVIDUAL WORK

It is obvious that the most interesting part of this story is missing. As readers, we want to know which king “got out of his chariot and made way for the other king.” It is your job to think about the information that you are given in this story and finish it with your own words. Using the start of a new last sentence written below, write your own ending in the space provided. As part of the conclusion, explain your choice. (You may use the back of the sheet if you need more space for writing.)

After each charioteer had spoken and heard what the other had to say . . .



SMALL GROUP WORK

1. Appoint a chairperson and a secretary.
2. Each member of the group should take a turn reading the ending that he or she wrote as well as the reason for choosing that ending.
3. After discussing what you like and don't like about the different endings, decide which ending is the best one. You may also combine or change something in the ending that your group chooses. If you do this, the secretary should be sure to write down the change.
4. Why did your group choose this ending? Write your reasons below.

Worksheet 30: The Ethics



INDIVIDUAL WORK

1. Suppose someone who you knew a year ago has just returned to your town. What about you would this person notice has most changed? Rank the items below from 1 to 7, where “1” is the item where there has been little or no change and “7” is where there has been great change.

- _____ a) Height
- _____ b) How you dress
- _____ c) How you appear
- _____ d) Your attitude
- _____ e) The people you hang out with
- _____ f) The kind of music you like
- _____ g) Your goals in life

2. Both you and your absent friend have changed over the last year. Suppose you became a much better person, and your friend became a worse person. Should you remain friends, break it off, or do something else?

I would . . .

3. How has this discussion group changed over the year?

4. Which of these three things below has changed most during the year? Which has changed least? Order them from 1 to 3, where 1 is the least change and 3 is the most.

- _____ a) Number of active participants in each class
- _____ b) Number of arguments
- _____ c) Degree of cooperation

SMALL GROUP WORK



1. Appoint a chairperson for the group.
2. Discuss how each of you decided on your ranking for question 4 in the Individual Work, compare answers, and try to come to consensus. Write your group's order here.
a) _____ b) _____ c) _____
3. Compare your responses to question 4 in the Individual Work.