

---



---

# TEACHING HUMAN DIGNITY

## *Human Flourishing and the Common Good*

### CENTRAL QUESTIONS:

- ◆ What is the common good and what are its critical attributes?
- ◆ How is the common good integral to human flourishing and a just society?
- ◆ How does knowledge of the common good influence our understanding of contemporary social issues?

Copyright © 2021 McGrath Institute for Church Life, University of Notre Dame.

Developed in collaboration with David Cloutier, Ph.D.

# *Table of Contents*

Welcome and Introduction .....	4
Unit Overview .....	5
Lesson #1: Human Flourishing .....	15
Lesson #2: The Critical Attributes of the Common Good .....	23
Lesson #3: Unpacking the Critical Attributes of the Common Good .....	33
Lesson #4: Applying the Critical Attributes of the Common Good: Real-World Case Studies.....	44
Terminology .....	52

**Dear Colleague,**

**The question of human dignity is essential for a humane and flourishing society.** That is why *Teaching Human Dignity* takes up issues across the spectrum of life and dignity, ranging from abortion to euthanasia, war, and the ethical treatment of embryos. It is our hope that these resources will allow participants to engage these complex issues from a variety of disciplinary perspectives and inspire creative responses grounded in the inviolable dignity of each human person.

The McGrath Institute for Church Life's *Teaching Human Dignity* series is an interdisciplinary educational resource that provides high school teachers with units, learning sequences, and lesson plans designed to integrate life and human dignity topics into existing curriculum. The unit contained in this ebook, "Human Flourishing and the Common Good," was designed by David Cloutier, Ph.D. Dr. Cloutier is a professor of Moral Theology and Ethics at The Catholic University of America.

In this four-lesson unit, teachers will find the framework, activities, in-depth instructional guides, and resources needed to guide students through critical inquiry related to human dignity, human flourishing, and the common good. Students learn about the shared conditions required for flourishing by analyzing those found in different natural ecosystems and making connections to those conditions required for human communities to flourish. They develop an understanding of the concept of the common good by learning about its five critical attributes (i.e., characteristics) and engage in the Jigsaw Cooperative Learning Model to deepen their understanding of the critical attributes. After this cooperative learning experience, they reflect on how the learning model deepened their lived understanding of the common good. Finally, students apply their new knowledge to analyze real-world case studies in light of the common good.

This unit is adaptable to classroom and student needs. Instructors may use the entire unit or choose to implement only one lesson. All resources for the unit can be found on the McGrath Institute for Church Life website.

We created the "Teaching Human Dignity" Facebook group where teachers can share ideas, tips, lesson modifications, and best practices. We hope you'll join the conversation!

**Sincerely,**

***The Teaching Human Dignity Team***

The background features a white page with decorative elements. At the top and bottom center, there are red triangles pointing downwards and upwards, respectively. On the left side, there are three overlapping teal-colored shapes with a marbled texture, resembling paper scraps or decorative elements. The text 'Unit Overview' is centered in a dark teal, cursive font.

# *Unit Overview*

## Unit-at-a-Glance

### Curriculum Area:

Social Studies, Religion/Theology

### Time Requirement:

One to two weeks of instruction, depending on student pacing

### Descriptors:

Common Good, Social Issues, Human Dignity, Rights, Duties, Responsibilities, Human Flourishing

## Unit Objectives

### Students will be able to:

- ◆ identify the conditions for human flourishing and understand that working for the common good promotes human flourishing.
- ◆ list and describe the critical attributes of the common good with accuracy.
- ◆ use the language of both rights and duties/responsibilities to explain the relationship of individuals to the common good.
- ◆ understand the fundamental importance of human dignity for pursuing common good.
- ◆ name the “shared conditions” necessary for the flourishing of both individuals and the group.
- ◆ appreciate how their own flourishing is tied to that of others and describe how they might make different personal choices that reflect this appreciation.
- ◆ recognize that we are socially interdependent creatures who are always intertwined with other people and groups, even in ways we may not recognize, such that the good of the individual and the common good are not in competition, but are actually interrelated.
- ◆ realize that achieving the common good requires everyone (including students themselves) to contribute to it.
- ◆ identify the areas of tension in real-world examples and make recommendations for how to apply the concept of the common good.
- ◆ understand that resolving conflict is far more complex than one “side” winning or losing, but rather requires identifying what has gone wrong and thinking critically about how to rectify injustices so all human beings can flourish.

## Rationale

Participation in this unit facilitates students' ability to understand and work to promote the common good in their families, their communities, and the world at large. It will help them understand the integral relationship between rights and duties, the foundational importance of human dignity, and the dynamics at play in the interactions of human beings living in communities.

<sup>1</sup> For definitions of terms and concepts like the common good, human dignity, rights, and duties, etc. see Terminology on pg. 52.

# USCCB Doctrinal Elements of a Curriculum Framework

## The Mission of Jesus Christ

### III.IV.C.5-8: Moral Implications for the Life of a Believer

#### C. Living as a disciple of Jesus

5. Putting Jesus' moral and spiritual teaching into practice.
6. Serving the poor and marginalized.
7. Fulfilling the responsibility for mission and evangelization.
8. Fulfilling the responsibility for stewardship.

## Jesus Christ's Mission Continues in the Church

### IV.V.D.1.a-c: Implications for the Life of a Believer

D. Living as a member of the Church, the Body of Christ, means we live as disciples, proclaiming the Lord Jesus' teaching to others (CCC, nos. 520, 1248).

1. As disciples of Christ we are "salt and light for the world."
  - a. Living as Christ calls and teaches us as known in and through the Church.
  - b. Active response to call to holiness at home, workplace, public square.
  - c. Examples for Christian witness in parish and diocese.

## Elective Option C II-III Living as Disciples of Jesus Christ in Society

### II.D.3.a-c: The Social Teaching of the Church: Principles of Catholic social teaching from the Universal Magisterium.

3. The perfection of the person by the common good: man is perfected not only by private goods such as food and shelter but by "common goods" such as peace and truth that come about through his life with others in community (CCC, nos. 1905-1912, 1925-1927).

- a. Respect for and promotion of the fundamental rights of the person.
- b. Prosperity, or the development of the spiritual and temporal goods of society.
- c. The peace and security of the group and its members.

### III.A.1-2: Major Themes of Catholic Social Teaching (CCC, nos. 1877-1948, 2196-2257): The dignity of human life.

1. All human life created and redeemed by God is sacred.
2. Dignity due to being an image and likeness of God.

### III.B.2-4: Major Themes of Catholic Social Teaching (CCC, nos. 1877-1948, 2196-2257): Call to family, community, and participation.

2. The family: foundation of society; needs support.
3. Society should protect dignity and growth of family.
4. All people should participate in society—work for common good.

### III.C.1-3 Major Themes of Catholic Social Teaching (CCC, nos. 1877-1948, 2196-2257): Responsibilities and rights.

1. All have right to life and to what sustains it.
2. Society should foster and protect these rights.
3. Responsibilities undergird human rights.

# NCSS National Standards for High School Social Studies Teachers 2010 Revision (2013)

**5. INDIVIDUALS, GROUPS, AND INSTITUTIONS:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

## Knowledge Indicator

Learners will understand:

- ◆ The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;
- ◆ How groups and institutions work to meet individual needs, and can prompt the common good and address persistent social issues.

## Processes

Learners will be able to:

- ◆ Investigate how groups and institutions work to meet individual needs, promote or fail to promote the common good, and address persistent social issues.

## Products

Learners demonstrate understanding by:

- ◆ Discussing real-world problems and the implications of solutions for individuals, groups, and institutions.

**10. CIVIL IDEALS AND PRACTICES:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

## Knowledge Indicator

Learners will understand:

- ◆ The theme of civic ideals and practices helps us recognize where gaps between ideals and practices exist, and prepares us to work for social justice;
- ◆ Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law;
- ◆ That seeking multiple perspectives is required in order effectively to grasp the complexity of issues involving civic ideals and practices;
- ◆ The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.

## Processes

Learners will be able to:

- ◆ Identify, seek, describe, and evaluate multiple points of view about selected issues, noting the strengths, weaknesses, and consequences associated with holding each position.

## Products

Learners demonstrate understanding by:

- ◆ Writing a plan of action in collaboration with others to strengthen the “common good,” after weighing possible options regarding a specific issue of public concern.



# Unit Summary

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
<p><b>Unit Pre-assessment</b></p>	<p>Students complete a brief reflection designed to elicit their thoughts and feelings about flourishing and the common good.</p>	
<p><b>Lesson #1: Human Flourishing</b></p> <p><i>One 50 minute class period</i></p>	<p>The teacher will lead students through a presentation designed to introduce the concept of flourishing using natural ecosystems. The presentation culminates in the articulation of a vision of human flourishing as the grounds for the common good and provides a rationale for pursuing it.</p>	<p>Students will be able to identify the basic principles required for flourishing.</p> <p>Students will be able to understand how human interactions influence both an environmental and a human ecosystem.</p> <p>Students will be able to consider diverse ecosystems and articulate the essential features necessary for these ecosystems and all ecosystems to flourish.</p> <p>Students will be able to distinguish the distinctiveness of human ecosystems, or communities, but also recognize that the same principles of flourishing that characterize other ecosystems apply to human ecosystems.</p> <p>Students will be able to perceive that human flourishing is both a personal and communal reality.</p> <p>Students will be able to acknowledge that working toward the common good promotes the conditions for human flourishing</p> <p>Students will be able to understand that human flourishing is integral to God’s plan for creation.</p>

## Unit Summary cont.

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
<p><b>Lesson #2: The Critical Attributes of the Common Good</b></p> <p><i>Two 50 minute class periods</i></p>	<p>Students will work with pairs of examples that illustrate the critical attributes of the common good. This will lay the foundation for a deeper understanding of this concept and the ways it is related to everyday life and experiences.</p>	<p>Students will be able to articulate the characteristics that distinguish different types of groups (e.g., composition, interactions, goals, etc.)</p> <p>Students will be able to relate the characteristics of teamwork to the concept of the common good.</p> <p>Students will be able to recognize situations in the real-world where the common good is something for which to strive.</p> <p>Students will be able to provisionally list and describe the critical attributes of the common good.</p>
<p><b>Lesson #3: Unpacking the Critical Attributes of the Common Good</b></p> <p><i>Two 50 minute class periods</i></p>	<p>Students will learn more deeply about the critical attributes of the common good using the Jigsaw Cooperative Learning Model. The structure of this model reflects some of the attributes of the common good and provides students a way to personally experience these goods.</p> <p>Each student will be assigned to two groups: an Expert Group and a Home Group. In their Expert Groups they will work with others to become experts on an assigned critical attribute. In their Home Groups students will share their expertise with their peers. They will also learn from their peers' expertise about the other critical attributes. At the end of the lesson, comprehension of the critical attributes will be measured with an assessment and social learning behaviors will be evaluated.</p>	<p>Students will be able to appropriate information about one of the critical attributes of the common good and accurately communicate it in their own words.</p> <p>Students will be able to practice targeted social skills such as equal, shared participation and peer teaching.</p> <p>Students will be able to learn about the five critical attributes of the common good through direct peer-to-peer instruction and experiential participation in the Jigsaw Cooperative Learning Model.</p>

## Unit Summary cont.

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
<p><b>Lesson #4: Applying the Critical Attributes of the Common Good: Real-World Case Studies</b></p> <p><i>Two 50 minute class periods</i></p>	<p>Guided by the teacher, students will analyze a series of case studies and apply the critical attributes of the common good to real-world situations.</p> <p>At the conclusion of Lesson #4, students will complete the unit assessment.</p>	<p>Students will be able to identify the central issues involved in a given case study.</p> <p>Students will be able to identify the critical attributes as they appear in real-world case situations.</p> <p>Students will be able to demonstrate proficiency in applying the terms, language, and concepts associated with the common good when analyzing case studies.</p> <p>Students will be able to demonstrate flexibility and agility in applying the principles of the common good to real-world case situations.</p> <p>Students will be able to analyze real-world situations from different perspectives and identify “pain points,” or possible sources of tension and use the critical attributes of the common good to evaluate proposed solution(s) and predict potential outcomes.</p> <p>Students will be able to recognize that the common good ought to guide our decision-making in order for human beings to flourish as individuals and communities and to help us recognize the challenges in achieving a just society.</p> <p>Students will be able to propose a course of action for case studies based on the critical attributes of the common good.</p>

# Unit Instructional Guide

## Concept Teaching

**The primary goal of this unit is for the students to attain deep mastery of multiple concepts (especially the *common good*, but also human flourishing, human dignity, and interdependence) so they can recognize these concepts as they experience and engage with them in their lives.**

Concepts are a distinct and important, but challenging, type of content knowledge for students to attain. Unlike facts and procedures, concepts are more abstract and complex. Success with concepts requires a different type of cognitive engagement by students and the utilization of more specialized pedagogical techniques by the teacher.

Before attempting to teach the concepts in this unit, it may be helpful for the teacher to review what concepts are in general and why they are important. Concepts are abstract ideas that form the basis for thought, language, and communication. They serve as categories for grouping the fundamental characteristics of the phenomenon or entities they represent. For example, the term “mammals” articulates a category of animals that: a) are warm-blooded, b) have a four-chambered heart, c) are covered with hair, c) bear live young, and d) produce milk to nurse their young. The term “square” identifies and describes a particular type of 2-dimensional (plane) geometric shape that: a) has four sides, b) has equal sides, c) has all sides joined at right (90 degree) angles, and d) have two sets of parallel sides. Concepts are defined by other concepts and their meanings are linked. For example, an understanding of the concept of a mammal is related to understanding animals, living things, and offspring.

All concepts can be better understood through examples. To be considered examples of a concept, they must represent all of the concept’s essential characteristics, called critical attributes. For example, a mammal must have all the above mentioned characteristics to be considered a mammal. Examples of a concept are also expected to have other attributes or characteristics that are not shared by all examples of the concept. These are called variable attributes. For example, a mammal may live on land or not and still be considered a mammal (e.g., a whale, seal, dolphin).

Although a concept can be defined simply, an understanding of the concept cannot be reduced to the memorization of the definition—true mastery of the concept extends to a recognition of the concept across many examples (or cases) and a deep understanding of the concept’s definition across many contexts. For example, a student could memorize the definition of what a mammal is, but their mastery of this concept would be evident only if they understand that there are a vast array of mammals who have the same critical attributes though they have many different or variable attributes and live around the globe in different environments, countries, and across historical time periods.

Being able to recognize concepts, identify their characteristics, and identify examples of them as they are seen, heard, felt, intuited, or otherwise experienced is an essential experience for human engagement with reality. From birth to death, a person’s engagement with concepts is a necessary and enriching aspect of life. The development of critical thinking skills, which are an increasingly important competency emphasized across the curriculum, especially the ability to distinguish and generalize, are an integral part of encountering concepts. When concepts are intentionally addressed in academic environments, the students benefit. They not only become more proficient and refined in their ability to identify and categorize conceptually, they also become more aware of this constant and necessary practice as they go through life. Learning about concepts will allow a student to succeed in specific lessons at school and also support their experience making sense of reality.

## Development of the Concept of the Common Good

In this unit, students will gradually build their understanding of the common good. The instructional methods recommended have been selected and sequenced toward this end. The measure of success attained by the students can be understood in the growth of their understanding between the pre- and post-assessment, their ability to name and articulate the critical attributes in Lesson #3, and in their ability to apply the concepts they have learned to real-world case studies in Lesson #4.

## TEACHING HUMAN DIGNITY

In Lesson #1, students consider the concept of flourishing and what it means for: a) an organism to flourish, b) an ecosystem to flourish, c) a human being to flourish, d) the human family (all of human society) to flourish. This lesson sets the foundation for understanding the integral relationship between the common good and human flourishing within a Christian anthropology. The rich image of how healthy ecosystems enable the flourishing of all organisms within them presents the proper framework for the students' eventual appreciation that a society where the common good is attained is also one where every human flourishes. A key distinction to emphasize is that while animals in an ecosystem interact in ways that do or don't promote flourishing, humans in a community make a deliberate, free, and conscious effort to contribute to the flourishing of the community or not.

In Lesson #2, students read about different types of human groups that interact with one another, such as orchestras and sport teams. As they do so, the students come to appreciate and recognize that there are many different types of human groups, that they have different compositions, priorities, and a variety of ways they interact with one another. In this lesson, students compare and contrast pairs of examples (e.g., two orchestras, two sports teams, etc.) to distinguish the five critical attributes of the common good.

In Lesson #3, students expand and deepen their understanding of the five critical attributes by watching videos for each attribute. It is highly recommended that if the teacher decides it is feasible, this lesson be strengthened through the incorporation of the Jigsaw Cooperative Learning Model. This model is structured in a way that allows students to experience the characteristics of the common good (e.g., modeling the dignity of each group member, interdependence, etc.) By the end of this lesson, each student should be able to name each attribute, define it, and give an example of it. Putting them all together, the students will have mastered the concept of the common good and be ready to apply it in real-world contexts in the next lesson.

In Lesson #4, students will learn the Five-Step Case Study Analysis Method and utilize it as they consider how the common good might be addressed in various real-world situations (e.g., paid family leave, China's one child policy, and environmental protection policies).

Students will apply the same framework to each real-world situation, focusing on the a) issues in the case, b) perspectives of those involved, c) useful knowledge, d) possible actions, and e) potential outcomes/challenges for acting. Ideally, by the end of the unit, students will understand the common good as the shared conditions that allow every human being to flourish and to work together toward shared goals.

### Timing of Unit Implementation

This unit, though an appropriate one to integrate at any point during the academic year, is well-suited for early implementation for a variety of reasons. First, the concepts it introduces, including human flourishing and the common good and its associated attributes, are foundational, and students who master these concepts early on will find future learning more effective and fruitful. Second, implementation of this unit will influence and ideally promote a classroom community that is more conducive to learning—one where the common good can be referenced frequently and aimed for always. Third, the Jigsaw Cooperative Learning activity in Lesson #3 is an opportunity for students to work together and develop supportive personal relationships.

### Timing of the Lessons

This unit proposes four lessons. Although anticipated times are indicated for each (with numerous lessons broken into parts that are administered on more than one day), it is important for any teacher implementing the lessons to consider the unique needs of their instructional context and adapt the lesson appropriately. The potential learning in this lesson is not only extensive, it is also transformative. Planning to implement the unit more fully and taking more time, rather than less time, is both appropriate and recommended.

### Grouping

In this lesson, grouping is utilized in Lessons #2, #3, and #4. In each of these lessons, grouping is central to learning and supports the curricular goals of the lesson if it is approached properly. As a result, it is an important part of the unit and should be approached with care and intention. Both the composition of groups (i.e., which students are involved in them and the degree of structure that governs their interactions) and educational impact of the groups are highly influential and have been thoughtfully considered in recommended procedures.

The teacher will want to think carefully about which students are assigned into the different groups used in the lesson and also develop a plan for how the students will be supported with coaching and materials while they work together in these groups. Groups utilized in Lessons #2 and #4 could be randomly assigned; however, they may also reflect the recommendations made in Lesson #3 for the implementation of the Jigsaw Cooperative Learning Model. Detailed instructions for grouping are presented in the **Lesson #3 Instructional Guide: Procedural Notes** regarding this. Unless a teacher opts out of using the Jigsaw Cooperative Learning Model, it will be necessary to assign students to the groups utilized in Lesson #3 (Expert and Home Groups) at the end of Lesson #2 to provide students time to prepare in advance for their work in Lesson #3.



# *Lesson #1:*

*Human Flourishing*

## Lesson #1 Overview

**Subject:** Social Studies, Religion/Theology

**Time Requirement:** One 50 minute class

**Resources Required:**

- ◆ Lesson #1: “What is Flourishing?” PowerPoint

**Lesson Description:** Teacher introduces students to the concept of flourishing in ecosystems and connects these concepts to human flourishing. This lesson lays the foundation for subsequent lessons on the common good.

**Objectives:**

Students will be able to:

- ◆ identify the basic principles required for flourishing.
- ◆ understand how human interactions influence both an environmental and a human ecosystem.
- ◆ consider diverse ecosystems and articulate the essential features necessary for these ecosystems and all ecosystems to flourish.
- ◆ distinguish the distinctiveness of human ecosystems, or communities, but also recognize that the same principles of flourishing that characterize other ecosystems apply to human ecosystems.
- ◆ perceive that human flourishing is both a personal and communal reality.
- ◆ acknowledge that working toward the common good promotes the conditions for human flourishing.
- ◆ understand that human flourishing is integral to God’s plan for creation.



## Lesson #1 Summary

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>n/a</i>	<i>Preparation</i>	<p>Teacher prepares the students for the unit by assigning the pre-assessment.</p> <p>Teacher reviews pre-assessments and assesses student readiness.</p> <p>Teacher prepares all materials for the unit.</p>	<ul style="list-style-type: none"> <li>◆ Complete <b>Common Good Unit Pre-assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher assigns and reviews <b>Common Good Unit Pre-assessment.</b></li> <li>◆ Teacher prepares and reviews <b>Lesson #1: What is Flourishing? PowerPoint</b> and notes.</li> </ul>
<i>5 minutes</i>	<i>Unit Introduction</i>	<p>Teacher introduces the unit so that students understand its goal, the progression of lessons, and the starting point.</p>	<ul style="list-style-type: none"> <li>◆ Students listen and ask any clarifying questions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher explains that this unit will explore what is required for human individuals and groups to flourish and how striving for the common good is essential for flourishing.</li> </ul>
<i>5 minutes</i>	<i>Lesson Introduction</i>	<p>Teacher introduces the lesson and shares the simplified objectives found in the PowerPoint.</p>	<ul style="list-style-type: none"> <li>◆ Students listen and ask questions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher uses the <b>Lesson #1: What is Flourishing? PowerPoint.</b></li> <li>◆ Teacher explains that in their pre-assessment students were asked to think about what flourishing is and how their own flourishing is linked to that of others. In this lesson, they will explore the concept of flourishing and the necessary elements for human ecosystems to flourish based on what all ecosystems require to flourish</li> </ul>
<i>10 minutes</i>	<i>Activating Interest and Understanding</i>	<p>Teacher shows students an image of a poison dart frog and asks what it needs to flourish.</p> <p>Teacher asks students to name as many different types of ecosystems as they are able to and classify them. This will enrich student understanding of the elements required for flourishing and promote awareness of relationships and patterns in flourishing ecosystems.</p>	<ul style="list-style-type: none"> <li>◆ Students brainstorm many different things that a poison dart frog needs to flourish.</li> <li>◆ Students brainstorm many different types of ecosystems and consider their superordinate and subordinate types.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher will ask students to name different things a poison dart frog needs to flourish.</li> <li>◆ Teacher will ask students to name different types of ecosystems (natural communities) and help students understand and classify them.</li> </ul>

## Lesson #1 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>25 minutes</i>	<i>Presenting New Information</i>	Teacher guides students through an analysis of what is needed for the flourishing of ecosystems, how humans interact with them, and how this relates to human flourishing.	<ul style="list-style-type: none"> <li>◆ Students listen and participate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Using the lesson PowerPoint, the teacher introduces the information presented in the slide notes and <b>Lesson #1: Procedural Notes</b>.</li> <li>◆ The teacher solicits questions and provides clarification.</li> </ul>
<i>5 minutes</i>	<i>Closure</i>	Teacher explains that in the upcoming lessons students will have the opportunity to explore how human communities flourish through the concept known in the Catholic tradition as the common good.	<ul style="list-style-type: none"> <li>◆ Students listen and ask questions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher wraps-up the lesson.</li> </ul>
<i>5 minutes</i>	<i>Homework</i>	Students think about what they have learned and how to situate it within the structure of what they already know.	<ul style="list-style-type: none"> <li>◆ Students complete a 3-2-1 exit ticket indicating 3 new things they learned in the lesson, 2 things reinforced in the lesson that they already knew, and 1 question they still have about flourishing or the common good.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher assigns the exit ticket.</li> </ul>

# Lesson #1 Instructional Guide: Procedural Notes

## Preparation

About a week before beginning this unit, the teacher should conduct the Unit Pre-assessment and collect and review the students' responses to gain an appreciation of their preparation and readiness for new learning. This gives the teacher time to interpret the students' responses and make any necessary modifications to their content, presentation, pacing, etc., based on student input. For example, with regard to Lesson #1, it will be helpful to discover whether students already know what it means to flourish. Examples they offer in the pre-assessment about flourishing can be incorporated in the lesson to enrich it and encourage their engagement. It is important to gain a sense of what and how much students already know about the common good. Discovering any existing misunderstandings and "fuzzy ideas" in need of refinement will allow them to be more powerfully addressed throughout the course of the unit.

In Lesson #1, the teacher introduces students to the concept of human flourishing. This is an essential concept for the study of the common good. Striving for the common good involves working to create the conditions that promote the flourishing of every person in a human ecosystem or community. In order for students to fully and correctly understand the concept of the common good, they need a basic understanding of human flourishing. If students do not understand what it means for an individual and a community to truly flourish, they will lack the foundational understanding necessary for productive discussions about the common good.

## Introduction

The teacher should have the presentation **Lesson #1: What is Flourishing? PowerPoint** open. The teacher begins by telling students that in this unit they are going to be exploring the common good.

### Common Good

*The common good is the shared conditions that allow every human being to flourish and to work together toward shared goals.*

Students will learn about the critical attributes (i.e., essential characteristics) of the common good, and by the end of the unit, students will be able to apply their understanding of the common good to real-world case studies.

## Lesson #1 Presentation

The teacher reminds students that in the unit pre-assessment they were asked to reflect on what it means to flourish.

In the pre-assessment students may indicate that they understand the common good to be the greatest good for the greatest number of people. This utilitarian understanding is not surprising given that this is often how the phrase the common good is used in ordinary discourse; however, the teacher should take care to clarify the distinctive difference between a utilitarian understanding of the common good and one in which the flourishing of all people is essential.

Next, the teacher explains that in today's lesson students will begin their study of the common good by taking a closer look at what it means to flourish. Students will spend most of the class looking at how different natural ecosystems function and what it takes for them to thrive. Then connections will be made between the conditions required for a natural ecosystem to flourish and those required for a human ecosystem or community to flourish.

The teacher shows students an image of a poison dart frog and asks the students what the poison dart frog needs to flourish. Students may provide different or more answers than those found below and on the accompanying slide. These are just some examples of what a poison dart frog needs to flourish.

## TEACHING HUMAN DIGNITY

- ◆ Poison dart frogs need a habitat or territory within which to live. In fact males and females are both territorial and will wrestle for their particular space.
- ◆ Within this territory, they need a place to leave their eggs which might be a pool of water or under the leaves on the forest floor.
- ◆ Because poison dart frogs are amphibians, they need water and a humid environment to survive. Their thin skin allows for oxygen to pass through but it also easily loses water. Hence, they need a constant supply of water to replenish what is lost.
- ◆ The poison dart frogs need food including ants, centipedes, and mites. Importantly, they need to eat the right food that will allow them to accumulate toxins from their food within their body. The secretion of these poisons (along with their bright colors) serves as a defense against predators.
- ◆ Male frogs need female frogs and vice versa in order to continue propagating their species.

After students have identified the essential conditions necessary for a single organism, like a poison dart frog, to flourish, the teacher explains that a poison dart frog (on any other species/organism) never exists alone, but is always part of a larger ecosystem. In fact, the thriving of a single organism is actually dependent on a well functioning ecosystem.

Now, the teacher asks students to brainstorm the different types of ecosystems they've learned about. Students have likely learned about ecosystems in their science classes and should be able to name some of the following six types of ecosystems:

- ◆ Forest
- ◆ Grassland
- ◆ Desert
- ◆ Tundra
- ◆ Freshwater
- ◆ Marine

Students may offer specific examples of ecosystems. For instance, they may suggest tropical rainforest or prairies. This is perfectly fine. The teacher should feel comfortable correcting the students' suggestions and expanding upon the number and variety of examples listed. The goal is to get students to name examples and to organize the particular examples of an ecosystem according to a hierarchical structure (with superordinate and subordinate types). Listing a wider variety of ecosystems (and examples of particular types) will make it easier for the students to identify the common characteristics that are shared across types of ecosystems. The final list may look something like this:

- ◆ **Forest**  
Deciduous, Tropical, Coniferous
- ◆ **Grassland**  
Prairie, Savannah
- ◆ **Deserts**  
Hot, Cold
- ◆ **Tundra**  
Alpine, Arctic
- ◆ **Freshwater**  
Wetland, Lake, Stream, River
- ◆ **Marine**  
Ocean, Estuary, Coral Reef

A pattern of thinking that seeks to generate distinct "objects" of consideration (types of ecosystems) but also recognizes their similarities and relationships should be encouraged, as it will help students later in the unit. In remaining lessons, when they are considering different types of human communities and the common good, they will be more prepared and proficient. In this lesson, it is important for the students to understand what different ecosystems have in common and also how they are distinct. Further, it is important for them to understand how ecosystems and communities are similar and, in this lesson, why the terms are used interchangeably.

After students identify and classify types of ecosystems, the teacher shows students an example(s) of a healthy or flourishing ecosystem and prompts them to identify and reflect on the constitutive features of this type of an ecosystem using the questions on the slides. Depending on time the teacher may choose to discuss one or more examples.

Based on students' reflections about healthy ecosystems, the class will consider the essential elements that make up an ecosystem. The teacher may invite students to brainstorm this or may choose to simply tell students. The goal is to help students see that diverse ecosystems all share the following common features:

- ◆ Ecosystems are made of unique elements (e.g., plants, animals, minerals, environmental conditions, etc.) with each element making a particular contribution to the functioning of the ecosystem.
- ◆ Living elements in an ecosystem rely on other living elements and also non-living elements.
- ◆ Living and nonliving things share certain necessary conditions for existence (e.g., balance, resources, etc.).
- ◆ Living elements in an ecosystem have the ability to influence other living elements and also non-living elements.
- ◆ Elements in an ecosystem are interdependent. The health of one affects that of another and a balance is required for individual and ecosystem health.
- ◆ What is good for one element or species is ultimately good for all (because it promotes this balance).
- ◆ All of these features must be present no matter what the ecosystem is.

After the teacher has described the essential features of a flourishing ecosystem, the teacher will introduce the impact of humans on an ecosystem's flourishing.

The teacher explains that human beings interact with ecosystems in a variety of ways that can cause ecosystems to become unhealthy and out of balance. Some examples might include air pollution, acid rain, etc. Humans can also damage an ecosystem by adding or removing something from it, like a particular species of animal or plant, that can result in the imbalance and eventual collapse of an ecosystem. The teacher can emphasize how God gives humans an immense power—to ruin, preserve, and/or restore the created world (cf. Gen 1:26-28).

The teacher will want to provide examples and describe them to students. As these different examples are shared, the teacher should point out how human interaction impacts the flourishing of an ecosystem (see the notes in the **Lesson #1: What is Flourishing? PowerPoint**).

The teacher will also want to explain that when we consider the impact of human beings on natural ecosystems we can make two broad generalizations about human interactions. First, the impact of human action (individual and/or collective) often outlasts those who cause them. Second, individual effects have collective impact.

After reflecting on various examples of how human beings interact with natural ecosystems, the teacher will prompt students to think about human ecosystems or communities. Given what students know about the impact of human beings on the natural world, they might begin to wonder about what it might mean for a human ecosystem or community to flourish.

The teacher should now explicitly talk about the flourishing of human communities. The teacher may compare the list of essential features for a flourishing natural ecosystem with that of a human community, inviting students to brainstorm line by line how human communities are similar to or different from natural ecosystems. Students may provide a specific example or broader generalizations. Examples of broad generalizations are found in the PowerPoint slides. It is okay if some of this comparison is not completely clear for the students. **The teacher might remind the students that they will spend the next few days learning more about the flourishing of human communities.**

As the lesson wraps up, it is important for the teacher to spend a few minutes explaining how humans are unique from the rest of the animals. Flourishing human communities share much in common and are interdependent with the flourishing of natural ecosystems; however, as the examples of human impact on nature ecosystems suggest, human beings are unique in the order of creation. Humans not only have the ability to freely and consciously impact natural ecosystems but also have the capacity to reflect on their actions and make corrections. The teacher will want to point out that humans are a unique type of animal, characterized by unity of body *and* soul.

Finally, human communities intrinsically involve creative, free collaboration in a way that shared animal activity does not. Our human ecosystem includes things like games, music, artistic expression, complex interactive machines, religious worship, and hundreds of other shared activities that are not only created and refined by human collaboration, but require ongoing free collaboration in order to be sustained.

At the conclusion of the lesson, the teacher explains to students that in the upcoming lessons they will have the opportunity to explore how human communities flourish through the concept known in the Catholic tradition as the common good.

“The biblical texts... tell us to ‘till and keep’ the garden of the world (cf. Gen 2:15). ... This implies a relationship of mutual responsibility between human beings and nature. Each community can take from the bounty of the earth whatever it needs for subsistence, but it also has a duty to protect the earth and to ensure its fruitfulness for coming generations.”

— POPE FRANCIS, *LAUDATO SI*, §67

### Body-Soul Unity

*This means that we have both material needs—food, water, shelter, etc.—and also nonmaterial needs—loving and just relationships, the pursuit of meaning and truth, an acknowledgment of dignity, etc.—that must be met in order to flourish. Unlike other animals, even animals who order their environment in highly complex ways, as human beings we not only order our communities, we also reflect on the meaning of order itself and on how a well ordered and just community ought to function.*

### Homework

The teacher will want to ask students to complete a 3-2-1 exit ticket for homework (writing on an index card or other small piece of paper), listing 3 new things they learned in the lesson, 2 things reinforced in the lesson that they already knew, and 1 question they still have about flourishing or the common good.



# *Lesson #2:*

*The Critical Attributes of the Common Good*

## Lesson #2 Overview

**Subject:** Social Studies, Religion/Theology

**Time Requirement:** Approximately two 50 minute class periods with 25 minutes of homework

**Resources Required:**

- ◆ Lesson #2: Paired Examples of Common Good Critical Attributes Teacher Edition
- ◆ Lesson #2: Paired Examples of Common Good Critical Attributes
- ◆ Lesson #2: Explaining the Critical Attributes of the Common Good Chart

**Optional Resources:**

- ◆ Lesson #2: Thinking About Groups
- ◆ Attributes of a Catholic Understanding of the Common Good

**Lesson Description:** Students work with multiple pairs of real-world examples, noting similarities and differences between the people and groups described. Students begin to identify the dynamics at play in human communities, and as they analyze each pair of examples, they build a foundation for understanding a particular critical attribute of the common good.

**Objectives:**

Students will be able to:

- ◆ articulate the characteristics that distinguish different types of groups (e.g., composition, interactions, goals, etc.).
- ◆ relate the characteristics of teamwork to the concept of the common good.
- ◆ recognize situations in the real-world where the common good is something for which to strive.
- ◆ provisionally list and describe the critical attributes of the common good.



## Lesson #2 Summary

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>n/a</i>	<i>Preparation</i>	Teacher prepares all materials for the lesson.	<ul style="list-style-type: none"> <li>◆ Students complete exit ticket.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher prints one copy of <b>Lesson #2: Paired Examples of Common Good Critical Attributes</b> for each student.</li> <li>◆ Teacher accesses <b>Lesson #2: Paired Examples of Common Good Critical Attributes Teacher Edition</b> to use during the lesson.</li> <li>◆ Teacher sets up classroom space to facilitate both small and large group discussion.</li> <li>◆ Teacher reviews <b>Lesson #3 Instructional Guide</b> for directions on how to organize student groups.</li> <li>◆ Teacher pairs each Expert Group with a critical attribute to be assigned at the end of the lesson.</li> </ul>
<i>10 minutes</i>	<i>Lesson Introduction</i>	<p>Teacher collects exit tickets from students and clarifies any questions from Lesson #1.</p> <p>Teacher assigns students into their Home Group and introduces the lesson.</p>	<ul style="list-style-type: none"> <li>◆ Students turn in exit ticket.</li> <li>◆ Students ask any clarifying questions.</li> <li>◆ Students gather in assigned Home Groups.</li> <li>◆ Students listen to Lesson #2 Introduction and ask any clarifying questions.</li> <li>◆ Students receive worksheet <b>Lesson #2: Paired Examples of Common Good Critical Attributes</b>.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher collects exit ticket. (<i>Note: Teacher should review exit tickets to assess student understanding and learning.</i>)</li> <li>◆ Teacher answers any additional questions.</li> <li>◆ Teacher groups students in their Home Group for activity.</li> <li>◆ Teacher introduces the lesson, referencing themes from the previous lesson.</li> <li>◆ Teacher distributes <b>Lesson #2: Paired Examples of Common Good Critical Attributes</b> to each student.</li> <li>◆ Teacher tells students that they will practice critical thinking skills as they consider similarities and differences in five pairs of examples.</li> </ul>

## Lesson #2 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>75 minutes</i>	<p><i>Analyzing Paired Examples</i></p> <p><i>Discussion</i></p> <p><i>Presenting the Critical Attributes</i></p>	<p>Students work in Home Groups to read and analyze the paired examples, and to offer a preliminary idea about the critical attribute being described. To ensure the highest level of comprehension and appropriation, all students should work with all pairs of examples.</p> <p>Guided by the teacher, the class works together to name the corresponding critical attribute of the common good.</p>	<ul style="list-style-type: none"> <li>◆ Students work in Home Groups to read and analyze each paired example. Guided by the questions on the worksheet, students focus their thinking about similarities and differences and then attempt to articulate the critical attribute of the common good illustrated by each example.</li> <li>◆ Students record their answers on the <b>Lesson #2: Paired Examples of Common Good Critical Attributes</b>.</li> <li>◆ In class discussion, students share their provisional names for the critical attributes.</li> <li>◆ Students learn the precise terminology of each critical attribute from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher walks around the room to answer questions and assist groups as necessary. At this point, the teacher does NOT tell students the critical attribute.</li> <li>◆ During the large-class discussion, the teacher asks students about their observations and to propose a name for the critical attribute being illustrated (refer to <b>Lesson #2: Paired Examples of Common Good Critical Attributes Teacher Edition</b>).</li> </ul>
<i>10 minutes</i>	<i>Review (Optional)</i>	<p>Students are given the chance to further solidify their understanding of the critical attributes by working backwards from the precise terminology to a description of each critical attribute in their own words.</p>	<ul style="list-style-type: none"> <li>◆ Students independently complete <b>Lesson #2: Explaining the Critical Attributes of the Common Good</b>.</li> <li>◆ Students may share their responses with the class.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher walks around the room to help students as needed.</li> <li>◆ Teacher can answer questions and/or review <b>Lesson #2: Explaining the Critical Attributes of the Common Good</b> answers with the class.</li> </ul>

## Lesson #2 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>5-10 minutes</i>	<i>Closure</i>	<p>Students have the opportunity to ask any outstanding questions.</p> <p>Teacher assigns students to Expert Groups and explains homework.</p>	<ul style="list-style-type: none"> <li>◆ Students ask outstanding questions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher answers any closing questions from students.</li> <li>◆ Teacher explains that students will watch videos for homework that define and elaborate upon the critical attributes discussed in class.</li> <li>◆ Teacher assigns students to an Expert Group.</li> <li>◆ Each Expert Group is given one critical attribute to learn more about for homework.</li> </ul>
<i>25 minutes</i>	<i>Homework</i>	<p>Students will gain a deeper understanding of the common good by watching short videos about each of the attributes.</p>	<ul style="list-style-type: none"> <li>◆ ALL students watch <b>Video #1: What is the Common Good?</b></li> <li>◆ Students watch the corresponding video for their Expert Group's critical attribute discussed during class.</li> </ul>	<ul style="list-style-type: none"> <li>◆ It may make sense to divide the homework over the two days required to complete Lesson #2.</li> </ul>

## Lesson #2 Instructional Guide: Procedural Notes

### Preparation

In the next few lessons, students will be working in two consistent groups, an Expert Group and a Home Group. These groups are most important in Lesson #3 but factor into Lessons #2 and #4 as well. The teacher should be sure to have students assigned to their Home and Expert Groups prior to beginning Lesson #2.

Before assigning students to groups for this lesson, the teacher should read the information about how they are used in Lesson #3. It is ideal for students to work in their Home Group for Lesson #2.

(Note: students don't need to know that the group they are in is their Home Group. This can be explained in Lesson #3.) For Lesson #2 homework (which prepares the students for Lesson #3), students are assigned a particular video based on their Expert Group. The teacher should be sure to know which Expert Group will be assigned to which critical attribute prior to starting Lesson #2. Students will need to know which critical attribute they are assigned by the end of Lesson #2 in order to complete their homework

### A Catholic vs. Secular Conception of the Common Good

Communities are defined, at least in part, by sharing a common world view. The world view of a community reflects their sense of reality and beliefs about the purpose of life. While many different communities may speak about the common good, there are elements of the common good that are unique to a Catholic understanding of a universal and eternal reality as compared to secular world views that may limit their shared vision to a particular group of people and to this life only.

Nazi Germany is one example, albeit a particularly stark and egregious example, of a community that had a particular worldview and worked together to achieve their goals. Society was organized and structured in order to pursue its (limited and distorted) vision of its common good. Nazi Germany, however, devalued the lives of many members of society, including the disabled, people who were ethnically non-Aryan, such as Jews, and others who didn't fit their ideal vision of humanity. Those people were excluded, forcibly removed from the community, and millions murdered.

If students are introduced to this example, they should be able to begin to raise concerns with Nazi Germany being considered an example of a community striving for the common good. That is because there is more to human flourishing and the common good than just the well-being of a particular subset. When we talk about the theological concept of the common good, or the Catholic conception of the common good, it isn't simply about achieving the greatest good for a certain group (totalitarianism) or even the greatest number of people (utilitarianism). **Rather, a Catholic conception of the common good is grounded in the understanding that every human being (regardless of whether more or less able, born or not yet born, etc.) is endowed with inherent dignity irrespective of one's social status or achievements, simply by virtue of the fact that she is a human being, created in the image and likeness of God.** The human race is intended by God to be one family and therefore the common good must include everyone and exclude no one. Moreover, this reality is not confined to earthly life. The Catholic conception of the common good and the Catholic worldview see that life is more than those years on earth prior to death, but also encompass the hope of a shared life in eternity in full communion with God and with our sisters and brothers.

**Attributes of a Catholic Understanding of the Common Good** is provided for the teacher as a resource and to incorporate throughout the unit as desired. This resource includes distinctions between the Catholic concept of the common good and a secular understanding of the common good. It also has some suggested readings to further explore these differences and the unique characteristics of a Catholic understanding of the common good.

## Introduction

In Lesson #2, students will build on their understanding of the elements required for flourishing ecosystems. However, instead of ecosystems, they will focus on the flourishing of the human ecosystems which we often call communities. They will also learn about the theological concept of the common good. Some students may already be familiar with the common good, others may have never heard the term before, but all students will have some experience with the functioning of a group (i.e., community), whether it is a sports team, a musical group, a classroom, a family, etc. This lesson builds on these prior experiences of students, and teaching and learning will be more effective with this recognition.

This lesson begins with students reading and analyzing paired examples. Each example illustrates a difference in how two similar groups function. Learning to distinguish these differences will support students in building an understanding of the common good based on each of its distinguishing critical attributes. Students may be unfamiliar with the term **critical attribute**.

*A **critical attribute** is a defining feature or characteristic of a particular concept* (for more information review **Unit Instructional Guide**, "Concept Teaching," pgs. 12-13).

When a student comes to a full understanding of the critical attributes of a concept, he or she is said to have attained, or mastered, the concept. Concept attainment is a higher form of comprehension than the memorization of a definition.

Over the course of the lesson, students will explore five paired examples—organized in a particular order to support their optimal understanding (beginning with the simplest to the most complex and the most to least significant). It is helpful for the teacher to know that in these pairs, the examples do not totally contrast with one another (i.e., example/non-example). Rather, they are designed to illustrate a difference in the functioning (eg., priority, composition, etc.) of groups.

It should be noted that the critical attributes of the common good are artificially distinct in the examples—in real-world scenarios, the attributes are not necessarily separated, as they will eventually learn in future lessons.

### Modification:

Depending on the students' interests and abilities, the teacher may be interested in incorporating an additional level of scaffolding prior to this activity. Lesson #2: Thinking About Groups walks students through a more basic exercise of thinking about groups more broadly and their ability to work together as a whole.

At the beginning of the lesson, the teacher will want to collect the students' 3-2-1 exit ticket homework. If time permits, (e.g., if students have other "bell work" to complete) it might be helpful for the teacher to quickly review student exit tickets.

It may also be helpful to display the lesson learning objectives so that students realize what they are expected to achieve through their active engagement in this lesson.

To open the lesson, the teacher will want to remind students that in the first lesson they explored the idea of flourishing and examined what was necessary for a natural ecosystem of any type to flourish (i.e., what elements are needed). The teacher may want to review them:

- ◆ Ecosystems are made of unique elements (e.g., plants, animals, minerals, environmental conditions, etc.) with each element making a particular contribution to the functioning of the ecosystem.
- ◆ Living elements in an ecosystem rely on other living elements and also non-living elements.
- ◆ Living and nonliving things share certain necessary conditions for existence (e.g., balance, resources, etc.).

- ◆ Living elements have the ability to influence other living elements and also non-living elements.
- ◆ Elements in an ecosystem are interdependent. The health of one element affects that of another and a balance is required for individual and ecosystem health.
- ◆ What is good for one element or species is ultimately good for all (because it promotes this balance).
- ◆ All of these features must be present no matter what the ecosystem is.

The teacher should then explain that students will now turn their attention to human ecosystems, or communities, and examine what is required for human communities to flourish. The teacher tells students that they will be working in small groups to examine pairs of examples. Importantly, the teacher should ensure that students understand that in the first four examples they will be looking for DIFFERENCES between the examples, but that in the last example they will be looking for what is the SAME. The teacher may need to remind students about the shift for the last paired example as they start working on it. The teacher may also want to take a few minutes prior to starting group work to explain to students what a critical attribute is. A critical attribute is a defining feature or characteristic of a particular concept. For example, a critical attribute of a quadrilateral is that all quadrilaterals have four sides. Every quadrilateral has four sides and if a shape does not have four sides it is not a quadrilateral. Another example could be a mammal.

All mammals are (1) warm-blooded, (2) feed their young with milk produced by mammary glands, and (3) have hair or fur. These three characteristics are critical attributes of a mammal, regardless of all other variations among mammals. If an animal is missing one of these characteristics it is not a mammal.

### Analyzing and Discussing Paired Examples

Once the students are in their Home Groups (Reminder: Before assigning students to groups for this lesson, the teacher should read the information about how they are used in Lesson #3), and the lesson is introduced, the

teacher should give each student a copy of **Lesson #2: Paired Examples of Common Good Critical Attributes**.

Students will then be asked to discuss the first pair of examples and corresponding questions, and to record their answers. They should try to articulate in their own words what they think the critical attribute is for the particular pair. The teacher then calls the class back together to discuss. The teacher should challenge the students to articulate the critical attribute in their own words prior to giving students the precise terminology. This process of independent articulation and description assists student comprehension and retention. Once each pair is adequately discussed and explained the students can move on to the next pair. Gradually, the students will begin to understand each of the critical attributes of the common good and also appreciate that the common good is at play in the very common real-world scenarios they are reading about in the examples. If students are feeling frustrated or having difficulty understanding a critical attribute, the teacher can remind them that they will continue to learn about and refine their understanding of the critical attributes over the course of the unit. They are not expected to attain mastery of the critical attributes during this lesson.

As students work to distinguish the critical attributes of the concept of the common good by exploring the paired examples, it is helpful for the teacher to know that in these pairs, the examples do not totally contrast with one another (i.e., example/non-example). Rather, they are designed to illustrate a difference in the functioning (e.g., priority, composition, etc.) of groups.

Although there is some flexibility possible in how a teacher decides to implement this lesson, (e.g., how much time is allocated, how much support is provided, etc.) key components include the following:

- ◆ Each individual student should have the opportunity to work through each and every pair of examples.
- ◆ Avoid splitting the paired examples up across different groups.

It is important for each student to work through each pair (i.e., each critical attribute) so that they can fully understand the concept of the common good.

Although the order in which students talk through the pairs can vary, the order outlined in the lesson as a particular intention and logic. The rationale for this order is provided below:

## 1 Inherent Dignity

The most significant attribute of the common good is each individual's inherent dignity. Each individual has inherent dignity because they are made in the image and likeness of God and this is foundational to all other attributes. The common good, if it is truly COMMON, never involves sacrificing some individual's basic dignity.

## 2 Interdependence

The foundational importance of each individual's dignity does not compete with the importance of their connection to others and inclusion in a community. Rather, connection with others is an inherent, non-optional part of every individual's dignity. This hinges on recognizing the reality that an individual's good and the community's good do not ultimately conflict. According to a Catholic worldview (which might be considered counter cultural), the common good of a community is a necessary part of any individual's own good.

## 3 Shared conditions

The third attribute expands the students' recognition beyond individuals and the group to the conditions that make their relationship and striving for the common good possible. Humans are not just interconnected with other humans but also with the environment (natural and created) around them; these are the shared conditions in which the community and individuals are immersed.

## 4 Individual duties and responsibilities

Human action influences the shared conditions (as was surfaced in Lesson #1 when discussing human interactions with natural ecosystems). Because of the potential for humans to influence these shared conditions AND because they are shared, when striving to achieve the common good, each individual has particular duties or responsibilities.

## 5 Historical variability and structural consistency

The last attribute intends to communicate that regardless of contextual factors (e.g., historical time period, culture, geographic location, etc.) the attributes of the common good are always present. Even though communities and environments may look different at different times and in different places, some views of inherent dignity, interdependence, shared conditions, and individual duties/responsibilities are always part of striving for the common good.

It may be helpful to share this overarching view with your students after they have gone through the pairs as a means of tying the discussions together and helping students link and remember the critical attributes of the common good.

It is important to try to keep students focused on one particular paired example at a time and not to move ahead.

- ◆ The students should be given a chance to try and articulate a name for the critical attribute each pair of examples illustrates.

It may help to acknowledge that students may be used to being told what something is called FIRST rather than attempting to name it for themselves and that trying to articulate the critical attribute may feel difficult and/or awkward. The teacher should explain that attempting to come up with their own expression or name for an attribute is important because it will help students to clarify their thinking and make the actual term, once it is known, more memorable.

Once each group articulates the critical attribute in their own words, display it visually for the class to see—sticky notes or a shared document might be a helpful method to use.

- ◆ Before the end of the lesson, the teacher should clarify the attributes being demonstrated (e.g., fine tune student thinking and observations) and provide precise terminology for each critical attribute. The list of the attributes provided below and the **Lesson #2 Paired Examples of Common Good Critical Attributes Teacher Packet** elaborates upon each of them.
- ◆ The teacher should bring the class back together for group discussion after each pair. This will help to ensure students understand one critical attribute before moving to the next and help the teacher troubleshoot unanticipated challenges and clarify conceptual difficulties.
- ◆ When leading group discussions the teacher may find it helpful to reinforce the use of the term critical attribute and remind the students that critical attributes are particular characteristics that will be present in every example of a concept.

Time permitting, at the end of the class discussion, the teacher should distribute a copy of **Lesson #2: Explaining the Critical Attributes of the Common Good Chart** to each student. Completing this chart will ensure students' comprehension and challenge them to explain each critical attribute in their own words. Allow the students to reference notes from the class discussion while completing this worksheet. It is ideal for the students to complete this while in class so they can ask for clarity in the case of confusion and solidify the concepts in their minds before moving on.

### Homework

The homework assigned in Lesson #2 prepares for Lesson #3, which uses the Jigsaw Cooperative Learning model. Prior to assigning homework, the teacher will want to assign students to an Expert Group (see **Lesson #3 Instructional Notes** for more information on how to assign students to Home and Expert Groups) and also ensure the students in each group understand how to prepare for Lesson #3 and have access to the materials they need to do so. All students should be assigned to watch the video “What is the Common Good?” prior to Lesson #3. In addition, each Expert Group will be assigned a particular critical attribute. They should watch the video for their group's assigned critical attribute and be prepared to discuss it with their Expert Group the following day.





# *Lesson #3:*

*Unpacking the Critical Attributes  
of the Common Good*

## Lesson #3: Overview

**Subject:** Social Studies, Religion/Theology

**Time Requirement:** Two to three 50 minute class periods

### Resources Required:

- ◆ Student access to the Common Good Critical Attribute Videos and Transcripts
- ◆ Creative materials (paper/pencil, computer, other) for developing teaching outlines and other teaching materials
- ◆ Lesson #3: Jigsaw Activity PowerPoint
- ◆ Lesson #3: Expert Group Instructions
- ◆ Lesson #3: Jigsaw Cooperative Learning Peer Evaluation Form
- ◆ Lesson #3: Common Good Attribute Assessment
- ◆ Lesson #3: Common Good Attribute Assessment Answer Key

**Lesson Description:** In this lesson, students participate in a cooperative learning activity as they learn about the critical attributes of the common good and engage in behaviors that will improve their collaboration with others. Each student will be assigned to two groups. In their Expert Groups, students work with other group members to develop expertise with one critical attribute of the common good. In their Home Group, which comprises at least one representative of each Expert Group, students share their expertise and learn from the expertise of their peers assigned other critical attributes. Each Home Group will compete to score the highest marks on an assessment that measures their ability to name the attributes of the common good, describe the attribute, and give an example of it.

**Note:** *If the teacher decides to opt out of using the cooperative learning model for any reason (e.g., they do not have the time, do not believe they will be able to manage the instructional approach, etc.) this is acceptable. However, they will want to have students watch all the videos (either during or outside of class time for homework) and discuss them together. When this has been done, they should take the Lesson #3 Assessment. They key is to do what is necessary to ensure every student understands the terminology, definitions, and concepts involved with the attributes of the common good so they can be discussed and applied productively in Lesson #4.*

### Objectives:

Students will be able to:

- ◆ appropriate information about one of the critical attributes of the common good and accurately communicate it in their own words.
- ◆ practice targeted social skills such as equal, shared participation and peer teaching.
- ◆ learn about the five critical attributes of the common good through direct peer-to-peer instruction and experiential participation in the Jigsaw Cooperative Learning Model.

## Lesson #3: Overview cont.

### **Instructional Model:**

The Jigsaw Cooperative Learning Model is a structured pedagogical approach that incorporates the five characteristics of cooperative learning (i.e., positive interdependence, individual and group accountability, interpersonal small group skills, and group processing). Participation in this mode of learning allows students to take responsibility for and ownership of their learning while also allowing them to develop social skills, contribute to a group, and enable them to understand the positive interdependence (i.e., success and failure are tied to working together) that is reflective of the common good.

## Lesson #3 Summary

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>20 minutes</i>	<i>Preparation</i>		<ul style="list-style-type: none"> <li>◆ All students watch (or read the transcript for) the “<b>What is the Common Good?</b>” video and the video assigned to their Expert Group.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher assigns Expert and Home Groups.</li> <li>◆ Teacher makes sure that students have access to videos and transcripts.</li> <li>◆ Teacher assembles materials for Expert Groups to use when preparing their instructional materials.</li> <li>◆ Teacher ensures access to the following:                             <ul style="list-style-type: none"> <li>• <b>Lesson #3: Jigsaw Activity PowerPoint</b></li> <li>• <b>Lesson #3: Expert Group Instruction</b></li> <li>• <b>Lesson #3: Jigsaw Cooperative Learning Peer Evaluation For</b></li> </ul> </li> <li>◆ Teacher explains the Jigsaw Model to students using <b>Lesson #3: Jigsaw Activity PowerPoint</b> and communicates its significance for illustrating interdependence and other aspects of the common good.</li> <li>◆ Teacher explains the steps of the model and how the activity will function.</li> </ul>
<i>10 minutes</i>	<i>Introduce Jigsaw Cooperative Learning Model</i>	Teacher explains how the Jigsaw Cooperative Learning Model works. Teacher shares the goals for and benefits of using the Jigsaw Model in a lesson on the common good.	<ul style="list-style-type: none"> <li>◆ Students listen and ask questions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher explains the Jigsaw Model to students using <b>Lesson #3: Jigsaw Activity PowerPoint</b> and communicates its significance for illustrating interdependence and other aspects of the common good.</li> <li>◆ Teacher explains the steps of the model and how the activity will function.</li> </ul>
<i>5 minutes</i>	<i>Explain Assessment Set Expectations for Performance</i>	<p>Teacher explains how the students will be assessed individually and collectively, making a connection for them about how the structure of the model promotes and rewards collaboration and individual behaviors that support the group good.</p> <p>Teacher explains the two targeted social skills and makes sure that the students understand how to practice them/what is expected.</p>	<ul style="list-style-type: none"> <li>◆ Students listen and ask questions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher explains that each student’s score for participation in the lesson will be composed of:                             <ul style="list-style-type: none"> <li>• his or her score on the lesson assessment.</li> <li>• individual practice of targeted social skills.</li> </ul> </li> <li>◆ Teacher gives students access to <b>Lesson #3 Jigsaw Cooperative Learning Peer Evaluation Form</b> and ensures they know its use.</li> <li>◆ Teacher also explains there will be points awarded to the Expert Group that is most collaborative, the Expert Group that does the best job teaching their attribute accurately and fully (beyond the required information that is measured in the assessment), and the Home Group that has the highest combined score on the assessment.</li> <li>◆ Teacher explains the two targeted social skills that will be expected during the lesson:                             <ul style="list-style-type: none"> <li>• supporting one another by contributing equally and</li> <li>• teaching one another effectively.</li> </ul> </li> </ul>

## Lesson #3 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>5 minutes</i>	<i>Assemble Expert Groups and Set Task</i>	Teacher provides students with specific instructions for their work in Expert Groups and the materials they need for the activity.	<ul style="list-style-type: none"> <li>◆ Students listen and ask questions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher makes sure students have access to <b>Lesson #3: Expert Group Instructions</b> and answers any questions students have about its use.</li> <li>◆ Teacher ensures students have access to materials for the activity (e.g., markers or technology equipment) and anything else needed to guide them in completing their task (e.g., differentiation suggestions).</li> <li>◆ Teacher ensures students understand the assessment that will be utilized to assess their learning after Home Group teaching and shares <b>Lesson #3: Common Good Attribute Assessment</b> but also encourages experts to teach the additional richness of the attribute included in the video that is not formally assessed (the group that does the best job of this gets additional points).</li> <li>◆ Teacher ensures that students understand that every student will need to create materials with which to teach their respective Home Group.</li> </ul>
<i>30 minutes</i>	<i>Expert Groups Create Teaching Materials</i>	Students develop materials to teach the members of their Home Group about their assigned critical attribute and demonstrate practice of targeted social skills.	<ul style="list-style-type: none"> <li>◆ Students complete tasks in Expert Groups—learning about their assigned critical attribute and developing materials for teaching their Home Group.</li> </ul>	<ul style="list-style-type: none"> <li>◆ As they are working, the teacher reviews the group materials for accuracy and quality.</li> <li>◆ Teacher observes the groups to evaluate collaboration.</li> <li>◆ Teacher identifies the Expert Group with the best practice of social skills and announces it at the end of this time period.</li> </ul>
<i>50 minutes</i>	<i>Experts Teach in Home Groups</i>	Students assemble in their Home Groups and take turns teaching one another about their assigned critical attribute using the materials they created in their Expert Groups.	<ul style="list-style-type: none"> <li>◆ Students in Home Groups teach one another about their attributes using the same materials created with fellow members of their Expert Group.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The teacher reviews instructional materials for accuracy and oversees Home Group experts teaching their assigned critical attribute.</li> <li>◆ Teacher ensures the students remain on task and answers their questions.</li> <li>◆ Teacher observes the students and determines which Expert Group has done the best job teaching their critical attribute accurately and fully (beyond the required information measured in the assessment).</li> </ul>

## Lesson #3 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>30 minutes</i>	<i>Measure Group Accountability and Evaluate Individual Performance</i>	Teacher assesses each student's understanding of all the critical attributes of the common good.	<ul style="list-style-type: none"> <li>◆ Students complete <b>Lesson #3: Common Good Attribute Assessment</b></li> <li>◆ Students evaluate one or more of their fellows Expert Group members on their performance of the targeted social skill using <b>Lesson #3: Jigsaw Cooperative Learning Peer Evaluation Form.</b></li> <li>◆ If desired the teacher may also ask students to evaluate themselves on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher gives <b>Lesson #3: Common Good Attribute Assessment</b> in hard copy or electronically.</li> <li>◆ Teacher grades assessments using <b>Lesson #3 Common Good Attribute Assessment Answer Key</b> and determines the Home Group with the highest combined score awarding them extra points on their grade.</li> </ul>
<i>10 minutes</i>	<i>Debriefing Connections Between the Learning Experience and the Common Good</i>	Teacher challenges students to think about how the critical attributes of the common good play out in the Jigsaw Cooperative Learning Model and share their experiences.	<ul style="list-style-type: none"> <li>◆ Students share their experience of the Jigsaw Cooperative Learning activity.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher asks students about their experience in their Expert and Home Groups and elicits their understanding of how the structure and goals of the Jigsaw Cooperative Learning Model reflect elements of the common good.</li> </ul>

## Lesson #3 Instructional Guide: Procedural Notes

### Preparation

**Prior to engaging in this lesson, the teacher needs to create both Home and Expert groups.**

### Timing and Pacing

The time allotted for this lesson is two to three 50 minute periods. Part One of the lesson requires enough time to introduce the lesson and for students to work in their Expert Groups to watch or rewatch a video on their assigned critical attribute and develop teaching materials for it. Part Two of the lesson requires enough time for the Home Groups to learn about all five critical attributes (aim for seven minutes learning per attribute) and time to take an assessment. The estimated time may vary depending on the particular context of the lesson's implementation. Likewise it should be noted that the **Lesson #3: Common Good Critical Attributes Assessment** may need to be evaluated outside of class time by the teacher. This means that recognition of the Home Group with the highest collective score and the most collaborative Expert Group may need to occur during a subsequent class period.

### Creating Home and Expert Groups

If the Jigsaw Cooperative Learning Model is utilized, it is important to be deliberate when constructing the Home and Expert Groups. The Home Groups will compete against one another for the highest score on their lesson assessment, with the most successful group earning an additional point on their final score. This is intended to promote healthy teamwork and encourage the students to do their best when teaching one another and learning the attributes themselves. As a result, it will be important to create Home Groups that are equivalent with regard to overall group ability level. For example, Group A would have two students with low ability, one with medium, and two with high. Group B would be about the same.

This ensures the fairness of the competition for extra points. When formulating the Expert Groups the teacher will want to pair students who are at the same individual ability level as this will promote fair competition when

they are divided up in their Home Groups. The teacher may want to assign more familiar attributes (inherent dignity, interdependence) to Expert Groups that can succeed with them more easily (i.e., students with low or medium ability) and the complex critical attribute (historical variation and structural consistency) with students capable of this challenge (i.e., students with high ability).

### Differentiation:

There are several ways that differentiation, beyond some of the universal supports already built into the lesson by the cooperative learning model, may benefit students. As already addressed, assigning students to Expert Groups by individual ability level and placing students who are better working independently with more difficult critical attributes is helpful. Ideally, this would improve the instruction of more difficult attributes in the Home Groups. It would also potentially place students who struggle or need extra support in a group together. This would allow the teacher to work more directly with this group during the lesson if needed.

For homework between Lesson #2 and Lesson #3, it will be important for the students to watch the video, **Video 1: "What is the Common Good?"** and the video corresponding to their Expert Group's assigned critical attribute.

### Introduction

The teacher should explain to the students that in this lesson they will learn about the five critical attributes of the common good using the Jigsaw Cooperative Learning Model. The teacher will want to describe the Jigsaw Model and communicate that its name conveys the necessary interdependence of students working together in the

model—each student’s individual knowledge and effort (a puzzle piece) contributes to the good of the group (the puzzle). The teacher will want to offer a brief overview of each step of the model and the tasks that will help the class achieve its academic and social learning goals using the **Lesson #3: Jigsaw Cooperative Learning Activity PowerPoint**.

#### **Modification:**

The use of the Jigsaw Model adds complexity to the lesson because it must be explained to the students, involves the use of many resources, takes time, and requires the students’ active participation if it is to be successful. If this is more than can be managed, or if it takes more time than is available, some of the same learning goals could be accomplished without the use of the model. Instead, students could watch the videos or review the transcripts (either for homework or in class) and then take the lesson assessment to measure their mastery and retention of information about the common good attributes.

Because students will be working together in various collaborative groups, they will have an opportunity to practice social skills, specifically, equal, shared participation and peer teaching. The teacher should tell students that two targeted social skills:

- ◆ supporting one another by contributing equally and
- ◆ teaching one another effectively will be expected during the lesson.

It should not be expected that the students already know what equal, shared participation is nor what high-quality peer teaching is. It is important to ensure that the students understand what these social skills are, what they look like when they are practiced well, and why they are important. It may be helpful to ask students, “Have you ever been involved in a group where work was not evenly shared? What was that like?”

The students will also need to know that they will assess their own performance with these skills and that their teacher will award points for each students’ success with each skill. Further, in order to encourage the even distribution of participation, it may be helpful to explain to students that they will evaluate themselves and also be evaluated by their peers and the teacher. It may also be helpful to discuss what effective peer teaching looks like or offer tips that would improve the students’ ability to perform this social behavior.

The teacher will also want to explain that each student’s score for participation in the lesson will be composed of:

- ◆ his or her score on the lesson assessment and
- ◆ individual practice of targeted social skills and remind students that additional points will be awarded to the members of the Expert Group that is most collaborative and the Home Group that has the highest combined score on the quiz administered at the end of the lesson.

#### **Use of the Cooperative Learning Model**

In this lesson, the Jigsaw Cooperative Learning Model is intentionally used so that students have an opportunity to experience the benefits of participation in a well-structured, functional, and supportive community. This collaborative approach to learning, coinciding with their study of the common good, is intended to reinforce their understanding of this content. As students work in various groups, it is hoped they will recognize and think about the good of working together productively (e.g., more fun, less toil, friendship, etc.). The exercise is structured in such a way that at least the first four critical attributes of the common good can be readily analyzed in the activities themselves. The teacher can make this experience as prominent a part of the lesson as they deem appropriate for their learners.



## Experts Groups Create Teaching Materials

The teacher will divide the total number of students into five Expert Groups. Each group focuses on one of the critical attributes of the common good:

- 1** Inherent dignity
- 2** Interdependence
- 3** Shared conditions
- 4** Individual duties and responsibilities
- 5** Historical variability and structural consistency

In their Expert Group students develop materials to use to teach the members of their Home Group about their assigned critical attribute and demonstrate practice of targeted social skills.

It is intended that the students' understanding of the critical attributes will deepen, and by the end of the lesson that they will know the names of the attributes and what they mean (share examples) so that they can be applied in Lesson #4.

The students will want to focus on this in their teaching because it is what is being formally assessed in the **Lesson #3: Common Good Attributes Assessment**. However, unless each student has the opportunity to watch each video (it is fine to encourage this if students have the time and are up to it) it is important that the Expert Groups attempt, in the time they have, to present an approximation of the richness of the attribute presented in the video. During teaching time, the Expert Group whose materials/teaching do this the best will be awarded an additional point. It is important to encourage students to try to learn beyond what is strictly required and measured.

As students work, the teacher reviews the group outlines and materials for accuracy and quality.

Because each individual student will need to teach their Home Group about the critical attribute, each student needs to create materials or have access to the same digital materials. The teacher should also observe the groups to evaluate collaboration and identify the Expert Group with the best practice of social skills.

### Differentiation:

During their independent work in Home and Expert Groups, some students will benefit from additional resources that aid them in the process of learning about their attribute and teaching it to their peers. For example, access to a printed or hard copy of the specific tasks in the steps they are expected to perform will help those who struggle to maintain focus. Offering students a graphic organizer that looks like the Lesson #3: Common Good Critical Attributes Assessment to take notes during their Home Group work may also be helpful for students who benefit from visual reinforcement.

## Experts Groups Teach Home Groups

Once the Expert Groups have completed their materials, students should assemble in their Home Groups and take turns teaching one another about their assigned critical attribute using the materials they created in their Expert Groups. As experts teach their Home Groups, the teacher should circulate among the groups to ensure accurate teaching of the critical attributes, answer any clarifying questions, and keep students on task and transitioning through all of the critical attributes.

The teacher should also observe the students and determine which Expert Group has done the best job teaching their critical attribute accurately and fully (beyond the required information measured in the assessment).

### Student Assessment

Once all of the experts have had the opportunity to teach their Home Groups, the groups should disassemble for individual student assessment. Students, relying on the content they have learned from the experts, should complete the **Lesson #3: Common Good Attributes Assessment**. After they have completed their individual assessment for content mastery, students should take the time to complete the **Lesson #3: Jigsaw Cooperative Learning Peer Evaluation Form**, assessing both their peers and themselves on their cooperative learning throughout Lesson #3. Teachers can save time grading and promote student learning if they ask students to take the assessment in pen and then grade their own work for the first two columns—attribute names and definitions—in pencil. The students can mark up their original performance and expand their responses for greater accuracy.

Then the teacher only needs to evaluate their responses in the third column of examples.

### Measure Group Accountability and Evaluate Individual Performance

In this lesson there are various types of assessments that are focused on promoting quality cooperative learning and mastery of content. Assessment is important to: (1) measure student learning and (2) drive positive student behaviors. In a way, the latter represents how the structures surrounding interactions can promote good behavior and participation. The suggestion is made in this lesson to award extra points as incentive for behavior/dispositions but the teacher can determine if there is a more appropriate means for this within their context (e.g., a treat or type of reward/privilege). It is helpful if the students understand the role of this assessment and also the timing and methods for implementing them.

#### Assessments Related to Cooperative Learning:

- ◆ **Teacher Evaluation of Targeted Social Skills:** This occurs through teacher observation of the targeted social skills: (1) supporting one another by contributing equally and (2) collaborating well during Expert Group work. Members of the group with the best observed practice of the targeted social skills during their work together will be granted additional points by the teacher. The idea behind this evaluation is that it motivates good collaboration.
- ◆ **Student Peer Evaluation:** Students evaluate one or more peers when the Expert Group is done working together using **Lesson #3: Student Jigsaw Cooperative Learning Peer Evaluation Form**. The teacher can decide which and how many peers each student should evaluate.
- ◆ **Student Self-Evaluation (optional):** Each student performs a self-assessment using the same measures assessed by **Lesson #3: Jigsaw Cooperative Learning Peer Evaluation Form**.

#### Assessments Related to Content Mastery:

- ◆ **Expert Group Teaching Evaluation:** Each Home Group has at least one expert for each critical attribute. The experts take turns teaching the members of their group and sharing their expertise about the assigned critical attribute. During this time, the teacher monitors student work and checks for the accuracy of the expert's teaching about the critical attributes as well as whether they are teaching the richness of the attribute presented in the video and beyond the minimum required in the assessment. The idea is that effort done to promote deeper learning is rewarded.

- ◆ **Home Group Assessment Evaluation:** When the Home Group teaching phase is over, the teacher implements the **Lesson #3: Common Good Attributes Assessment**. The assessment is evaluated outside of class time unless an electronic assessment with instant grading is utilized. It may help the teacher to consult the **Lesson #3: Common Good Attribute Assessment Answer Key** if needed when grading. The Home Group with the highest collective group score should be named and given additional points (or another incentive at the teacher's discretion) for their quality collaboration and teaching. Note: This only is fair if the Home Groups are equivalent in overall group ability and other factors.

### Debriefing on Cooperative Learning Experience and the Common Good

If time permits, the teacher may want to facilitate a conversation with students about how the Jigsaw Cooperative Learning Model helped them learn about the common good and how the right structures can not only make an individual behave differently but lead to more positive group interactions as well. Reflecting on their experiences, it is hoped that the students will recognize how each student had an important, individual role that was essential to the group, that there was interdependence among them, and maybe also that there were shared conditions (a quiet work space, access to materials for teaching, etc.) they all needed to do their work. The students may also share that they felt a bond with their group members and experienced good feelings contributing to their group and getting help from it.





# *Lesson #4:*

*Applying the Critical Attributes  
of the Common Good: Real-World Case Studies*

## Lesson #4: Overview

**Subject:** Social Studies, Religion/Theology

**Time Requirement:** Two to three 50 minute class periods depending on student need and depth of conversation with approximately 45 minutes of homework for the Final Unit Assessment

### Resources Required:

- ◆ Lesson #4: Five-Step Case Study Analysis Method PowerPoint
- ◆ Lesson #4: Common Good Five-Step Case Study Analysis Student Packet
- ◆ Lesson #4: Common Good Five-Step Case Study Analysis Teacher Packet
- ◆ Lesson #4: Final Unit Assessment Rubric

**Lesson Description:** Students work through a series of case studies designed to stimulate reflection on the critical attributes of the common good and encourage their application to real-world situations.

### Objectives:

Students will be able to:

- ◆ identify the central issues involved in a given case study.
- ◆ identify the critical attributes as they appear in real-world case situations.
- ◆ demonstrate proficiency in applying the terms, language, and concepts associated with the common good when analyzing case studies.
- ◆ demonstrate flexibility and agility in applying the principles of the common good to real-world case situations.
- ◆ analyze real-world situations from different perspectives and identify “pain points,” or possible sources of tension and use the critical attributes of the common good to evaluate proposed solution(s) and predict potential outcomes.
- ◆ recognize that the common good ought to guide our decision-making in order for human beings to flourish as individuals and communities and to help us recognize the challenges in achieving a just society.
- ◆ propose a course of action for case studies based on the critical attributes of the common good.

**Instructional Model:** Using the Five-Step Case Study Analysis Method allows students to apply the principles of the common good to real-world case studies. This structured pedagogical approach helps students to reflect on distinct dimensions of a particular case (e.g., Issues, Perspectives, Knowledge, and Actions and Outcomes) as a means for appreciating the complexity of the case as a whole.

## Lesson #4 Summary

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>n/a</i>	<i>Preparation</i>	<p>Teacher prepares materials for the lesson and reviews instructional support materials.</p> <p>Teacher should thoroughly review the <b>Lesson #4 Teacher Case Study Packet</b> and become familiar with the Five-Step Case Study Analysis Method.</p>		<ul style="list-style-type: none"> <li>◆ Teacher reviews any major questions or concerns that emerged in the course of Lessons #1-3 and anticipates possible student responses to case studies.</li> <li>◆ Teacher reviews the background resources for the case studies that will be discussed in class found in the <b>Lesson #4: Common Good Five-Step Case Study Analysis Teacher Packet</b>.</li> <li>◆ Teacher makes a copy of the <b>Lesson #4: Common Good Five-Step Case Study Analysis Student Packet</b> available to each student.</li> <li>◆ Teacher makes sure to have a copy of the case studies available on the classroom computer and projects it for the students to view.</li> </ul>
<i>10-15 minutes</i>	<i>Introduction</i>	<p>Teacher explains the structure for the lesson and shares the Five-Step Case Study Analysis Method.</p>	<ul style="list-style-type: none"> <li>◆ Students ask any clarifying questions about the critical attributes of the common good, the Five-Step Case Study Analysis Method, and/or the structure of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher gathers students in their Home Groups.</li> <li>◆ Using the <b>Lesson #4: Five-Step Case Study Analysis Method PowerPoint</b>, the teacher explains the Five-Step Case Study Analysis Method based on the information presented in the slide notes and Lesson #4 Procedural Notes.</li> <li>◆ Teacher provides each student with a copy of <b>Lesson #4: Common Good Five-Step Case Study Analysis Student Packet</b>.</li> </ul>
<i>50-70 minutes</i>	<i>Analysis of Case Studies and Discussion</i>	<p>Students analyze three real-world case studies in small groups and discuss them as a class.</p>	<ul style="list-style-type: none"> <li>◆ In their Home Groups, students carefully read and analyze each case study <b>in the order presented</b>, applying their understanding of common good to the particular circumstances presented in each real-world situation. <ul style="list-style-type: none"> <li>• Each student takes notes in the <b>Lesson #4: Common Good Five-Step Case Study Analysis Student Packet</b>.</li> </ul> </li> <li>◆ Students share their analysis in a full class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher circulates among the students, monitors student progress, and answers questions.</li> <li>◆ Teacher leads class discussion about points of tension, critical attributes of the common good, and proposed solutions for each of the three case studies. <ul style="list-style-type: none"> <li>• Teacher debriefs student insights around each case study in large group discussion before Home Groups move onto the next case study.</li> </ul> </li> </ul>

## Lesson #4 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>10-15 minutes</i>	<i>Debrief Five-Step Case Study Analysis Method</i>	Teacher invites students to reflect more broadly on the method, its impact on their perceptions, their understanding of the common good, and to share these insights.	<ul style="list-style-type: none"> <li>◆ Students share their experiences of the Five-Step Case Study Analysis Method.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher asks students about their experience of the Case Study Analysis activity and elicits their reflections.</li> </ul>
<i>10 minutes</i>	<i>Introduce Final Unit Assessment</i>	Teacher introduces the Final Unit Assessment.	<ul style="list-style-type: none"> <li>◆ Students listen to Final Unit Assessment instructions and ask any clarifying questions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher explains the Final Unit Assessment.</li> <li>◆ Teacher discusses the expectations outlined in the <b>Lesson #4: Final Unit Assessment Rubric</b>.</li> <li>◆ Teacher answers student questions.</li> </ul>
<i>10-15 minutes</i>	<i>Closure</i>	Students reflect on new knowledge and significant learning by completing the <b>Unit Post-Assessment</b> .	<ul style="list-style-type: none"> <li>◆ Students complete <b>Unit Post-Assessment</b>, either in-class or for homework.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher may simply review post-assessments to assess the quality of learning that has occurred or the teacher may utilize post-assessments to extend student learning.</li> </ul>

## Lesson #4 Instructional Guide: Procedural Notes

The teacher will want to explain to students that in this lesson they will apply the critical attributes of the common good to a series of real-world case studies using the Five-Step Case Study Analysis Method. This method provides students structure and guidance as they work to identify the attributes of the common good in concrete scenarios.

The teacher will want to offer a brief overview of each step of the method using **Lesson #4: Five-Step Case Study Analysis Method PowerPoint**.

Prior to beginning analysis of the case studies, the teacher may also want to communicate that the case studies are intentionally scaffolded to gradually increase in nuance and complexity and explain that as the students progress through this lesson, they should be able to identify the central features of each particular case (e.g., problems or issues, tensions between individuals or groups, perspectives of those involved, etc.), analyze each case in light of what they have learned about the common good, evaluate the proposed course(s) of action, and anticipate potential outcomes.

**The teacher will also want to remind students that the essential task of this lesson is to apply the critical attributes of the common good.**

Students may be tempted to get lost in tangential elements of analysis, so the teacher will want to ensure that students remain focused on the common good. Finally, the teacher should tell students that this lesson has the threefold goal of:

- ◆ enabling them to synthesize and apply what they have understood about the common good,
- ◆ preparing them for the individual final assessment in which they will be asked to propose their own solution to a complex problem in light of the common good, and
- ◆ helping them appropriate and integrate the common good and its critical attributes into their own ways of thinking and acting.

This is a small group activity. The teacher may group students in any number of ways and in whatever way makes the most sense for classroom exigencies and student learning. One possible mode of grouping is to assign students to their Home Groups for the remainder of the lesson.

### The Five-Step Case Study Method

#### Step #1: Consider the Issues

Each case centers on a particular issue or set of issues that occur in human communities. Students are asked to identify the particular issue(s) or problem(s) involved in the case. As they explore possible tensions between individuals and/or groups it will benefit the students to consider:

- ◆ what issues they see,
- ◆ what is the nature of the issues (are they acute or chronic?),
- ◆ their relationship to one another (are some root issues that generate others?), and
- ◆ their relative importance (are some more important than others based on your understanding of the common good?).

The goal is to acknowledge the many different issues that can be intertwined and to see them more clearly so they can be appreciated and more effectively addressed.

#### Step #2: Consider the Perspectives

After identifying the issues(s) at hand, students are asked to name the particular individuals/groups involved in the case study and to consider the situation from these different perspectives. The students might be encouraged to think about what these individuals know based on their unique relationship to the issues in the case, as well as what they believe and what they value.



This allows students to creatively understand the individuals/groups involved in each case study.

**It is particularly important for the teacher to help students recognize that the distribution of power has a large influence on people and their perspectives.**

It will also be important to acknowledge natural points of tension that arise from a lack of understanding among individuals and differences in what they know, believe, and value. The aim here is that the students will recognize the multiple perspectives individuals have on the issues and also to come to a greater understanding of how each person involved relates to the attributes of the common good. It may be helpful to remind students that the common good seeks the flourishing of each and every individual along with the group and that these two are not mutually exclusive. In other words, the common good is not utilitarian. It seeks the flourishing of everyone, not just the greatest number of individuals to the detriment of a few.

### Step #3: Consider What You Know

In addressing complex situations, one must recognize what one already knows that helps them understand what is going on and also what one still needs to know or might need to learn. In this step, the students are asked to apply what they know about the attributes of the common good. They should identify the relevant facts and important details of the situation that may not have been immediately evident upon identifying the issues. Additionally, the students might surface questions about missing details in the case study—things that are relevant but not articulated. Students may be encouraged to name additional knowledge they might want to seek out to better understand the problem or propose solutions.

### Steps #4 & #5: Proposed Actions/Outcomes

In these combined steps, the students should be encouraged to consider possible actions to address the issues presented in a case study and the corresponding positive and negative outcomes of these actions. The

challenge is proposing (or evaluating) actions on the basis of their being:

- ◆ feasible (i.e., they could be enacted),
- ◆ reasonable (i.e., it would be appropriate that they are enacted), and
- ◆ in keeping with the concept of the common good.

Coordinated with this, the students should also anticipate the possible outcomes for individuals and communities. The goal here is to challenge the students to think through the situation presented in the case to its conceivable end—from issues to perspectives to impact.

For the case studies where one or two possible actions are proposed, students should be challenged to articulate the proposed action(s) in their own words. Then they should be asked to consider the feasibility or reasonableness of the proposed action and its adherence to the critical attributes of the common good. The students are also invited to reflect on how the proposed course of action could be implemented. If there are impediments, what might need to change at the individual or structural level in order to implement the proposed action? Note that for Case Study #2, students not only reflect on each proposed solution, but also identify the solution they think is most consistent with the common good and explain why.

### Analysis and Discussion

After introducing students to the Five-Step Case Study Analysis Method, the teacher should distribute the **Lesson #4: Common Good Five-Step Case Study Analysis Student Packet**. In their Home Groups, students analyze one case study at a time, following the sequence laid out in the Five-Step Case Study Analysis Method.

As students finish Case Study #1, the teacher should debrief the case study with the class. Among the goals for the large class discussion is the opportunity for students to share particular insights and to clarify questions. It also allows the teacher to informally assess student understanding of the common good. If discussion stalls or students get stuck, the teacher may want to ask some probing questions. For example, the teacher might ask some of the following questions for Case Study #1 Note: these questions may also be found in the Lesson #4: Common Good Five-Step Case Study Analysis Teacher Packet:

- ◆ How is your understanding of this case different at the end of this process (i.e., engaging the Five-Step Case Study Analysis Method) than at the beginning?
- ◆ What is the particular challenge or tension in pursuing this good?
- ◆ What critical attributes of the common good are being highlighted?
- ◆ Is it fair for working employees to support others who are having children?
- ◆ Are children simply a private good or a common good?
- ◆ According to the critical attributes of the common good, is the proposed solution appropriate?

The teacher should repeat this process of student analysis and class discussion for Case Studies #2 and #3 as outlined in the Teacher Packet.

### Debriefing Five-Step Case Study Method

At the conclusion of the debriefing of the third case study, if time permits, the teacher may want to help the students reflect more broadly on the method, its impact on their perceptions, and their deeper understanding of the common good. The teacher may ask questions like:

- ◆ How is your understanding of this case different at the end of this process (i.e., engaging the Five-Step Case Study Analysis Method) than at the beginning?

- ◆ How have your own views changed by working through this process, listening to peers, and engaging the critical attributes of the common good?
- ◆ What makes the common good hard to realize?
- ◆ Why is it important to continue to strive for the common good in and through challenging circumstances?

#### Modification:

The teacher may also want to give students time to think about their experience analyzing the case studies. In that case, the teacher may ask students to reflect on these questions for homework and come prepared to discuss them the next day.

### Final Unit Assessment

After completing the analysis and discussion of Case Studies #1-3, the teacher sets the task for the Final Unit Assessment. Depending on timing, the teacher may choose to assign the Final Unit Assessment as homework or may have students complete the task in-class.

In the final assessment, students have the opportunity to extend their understanding of the common good one step further. They are asked to work independently to complete the Five-Step Case Study Analysis Method for a fourth case study of their own choosing. Students may select one of the four case studies from the “Final Unit Assessment Case Study Option” in the **Lesson #4: Common Good Five-Step Case Study Analysis Student Packet**. For the final unit assessment, however, students are asked to practice the most complex and demanding types of thinking skills.

They will not simply analyze and evaluate a proposed solution(s) in light of common good but will now apply their knowledge of the critical attributes of the common good as they create, analyze, and evaluate their own solution for a real-world case study.

**Modification:**

Students who are ready for a greater challenge may be asked to write a short case study about a challenging situation in their local community and apply the Five-Step Case Study Analysis Method to this situation and propose a course of action that adheres to the common good.

In the course of setting the Final Unit Assessment, the teacher will want to clearly communicate the standards that will be used to evaluate students' work and may want to share the **Lesson #4: Final Unit Assessment Rubric** (or a rubric of the teacher's own design) with students prior to their work on the final assessment.

**Closure**

As the unit draws to a conclusion, students should have the chance to reflect on their own learning using the unit post-assessment. As with the Final Unit Assessment, the teacher may opt to have students complete the unit post-assessment in-class or for homework, depending on timing and pacing. It should be completed, however, prior to moving onto new learning.

The unit post-assessment not only provides students with an additional opportunity to consolidate their new knowledge and reflect upon the impact of their learning experience, it also provides the teacher insight into how much and how well students have grasped the key ideas and concepts of the unit. However, the learning in the unit does not need to end with the post-assessment. If desired, the teacher can use this post-assessment as a learning experience. Once the teacher has read through the students' responses, they can be redistributed and referenced as the teacher shares the answer key.

The answer key provided is intended to be a tool for the teacher, but is not exhaustive of potential student learning). As they read their own responses, the students can enrich and expand upon their ideas as appropriate to ensure a fuller, deeper understanding of what was learned in the unit.

# TERMINOLOGY

## **1** Rights

The requirements of what is due in justice to each person.

## **2** Duties

The beliefs and actions needed from individuals to create and sustain the shared conditions for human interaction; indissolubly correlated to rights; sometimes referred to as “responsibilities.”

## **3** Common Good

The shared conditions that allow every human being to flourish and to work together toward shared goals.

## **4** Human Dignity

The inherent and equal worth of every human person that should never be violated. In a secular worldview, this is often expressed in terms of a list of basic universal human rights; in the Catholic worldview, these rights are rooted in the person’s creation in the image of God and ongoing relation to God.

## **5** Human Flourishing

The state of living a good, satisfactory, healthy human life; because humans are inherently social creatures, individual human flourishing cannot be separated from participation in communities, which also have requirements for flourishing as groups.

## **6** Shared Conditions

The natural material habitat and humanly-created institutions and structures that are required for the flourishing of human individuals and groups.

The McGrath Institute for Church Life partners with Catholic dioceses, parishes, and schools to address pastoral challenges with theological depth and rigor. By connecting the Catholic intellectual life to the life of the Church, we form faithful Catholic leaders for service to the Church and the world.



[mcgrath.nd.edu](http://mcgrath.nd.edu)