Lesson #2 Paired Examples of Common Good Critical Attributes Guide

Stud	lent	Name:

Pair	#1:	High	School	Orc	hestra
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High School Orchestra A wants to play a Beethoven symphony. Jerry, the music teacher, decides he will accept any

stu	dent into the orchestra who has basic playing ability.	
•	gh School Orchestra B also wants to play a Beethoven symphony. Diane, the music teacher, decides it will be better to lition all players and only allow the best players to play in a smaller ensemble.	
1.	. What are the key differences between these two orchestras?	
2.	How will the rehearsals of each group proceed differently?	
2	Which of the analysistant will play the misse hetter?	
3.	Which of the orchestras will play the piece better?	
4.	What does each conductor value the most?	
4.	In your own words, what is the critical attribute of the common good?	
Cri	itical Attribute of the Common Good (provided by the teacher):	

Student Name:

Pair #2: Sports Teams

Team A has very skilled players who feel a sense of connection to each other as a team. Their coach stresses how each individual must strive to be their personal best and achieve their highest individual statistics.

team

	am B has very skilled players, too, as well as a great sense of connection as a team. Their coach focuses on how the a score the most points and prevent the other team from scoring points.
1.	What is the key difference between these teams?
2.	How would you explain its effect on their chances to be the league champion?
3.	What are particular ways each team might end up playing differently and making different choices?
4.	In your own words, what is the critical attribute of the common good?

Critical Attribute of the Common Good (provided by the teacher):

Student Name:

Pair #3: Budget Crunch

School A is in a budget crunch. It has to choose between fixing key problems with the school building, such as a potentially unsafe ventilation system and leaks in the roof, or giving much-deserved raises to teachers and purchasing new desks for students. School Board A decides to fix the building because everyone, teachers and students alike, benefit from improvements to the school. They do not want anyone to become ill or injured from unsafe conditions. Teacher salaries and new desks for students, though an important priority, will be funded after the most important and shared safety and environmental conditions are addressed. They are aware that their decision may lead to criticism that they are prioritizing "buildings over people."

prioritizing "buildings over people."
School B is in a budget crunch. It has to choose between fixing key problems with the school building, such as a potentially unsafe ventilation system and leaks in the roof, or giving much-deserved raises to teachers and purchasing new desks for students. School Board B fears criticism from teachers and students so they decide to listen to the requests for raises and new desks. They are less concerned that the conditions will be unhealthy or unsafe for those in the building.
1. What decision does School Board A make and what priorities lead to this decision?
2. What decision does School Board B make and what priorities lead to this decision?
3. Do you find one decision and set of priorities more convincing? Why?
4. In your own words, what is the critical attribute of the common good?
Critical Attribute of the Common Good (provided by the teacher):

Student Name:

Pair #4: Restaurant Owners

Restaurant owner A wants to open her restaurant after COVID-19. She works hard to space her tables out, use disposable menus, keep a very clean kitchen, and have her employees wear masks. She also decides that if any customer seems visibly sick or refuses to wear a mask and stay in place, she is going to ask them to leave. She doesn't like to have to ask her diners to leave but thinks it is the right thing to do.

disp	taurant owner B also wants to open her restaurant after COVID-19. She works hard to space her tables out, use posable menus, keep a very clean kitchen, and have her employees wear masks. She decides that it is too harsh to ask ers to leave if they are not following the rules about masking and staying in place.
1.	What are the key difficulties each restaurant owner faces?
2.	Is there a "right" decision here? Why?
3.	How would you respond to a criticism that it is not the restaurant owner's job to control people's behavior?
4.	In your own words, what is the critical attribute of the common good?
Cri	tical Attribute of the Common Good (provided by the teacher):

Student Name:

Pair #5: Families

In past societies, the typical household was largely based around the family farm. At very young ages parents had their children begin to work on the farm—feeding animals, tending to the growing fruits and vegetables, and learning other important skills that would be necessary for children to eventually run their own farms as adults. The family worked together to sustain a farming lifestyle.

In today's society, there are rules against children working at young ages. Instead parents send their children to school so

tha	today's society, there are rules against children working at young ages. Instead parents send their children to school so at they can learn how to read and write, necessary skills for children as they grow up and learn how to become members society. While children are at school, many parents are out of the house at work.
1.	In past societies, what did children learn? What were their parents doing while they learned these skills?
2.	In today's society, what do children learn? What are the majority of parents doing while they learn these skills?
3.	In both examples, what do parents want for their children? For their family?
4.	What do these two families have in common regardless of their different historical periods?
5.	In your own words, what is the critical attribute of the common good?
Cri	itical Attribute of the Common Good (provided by the teacher):