

TOUCHPEBBLES

VOLUME B

Digital Binder

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TOUCHSTONES[®]
DISCUSSION PROJECT

About the Touchstones® Discussion Project

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

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Worksheet 1: A Tale to Begin Touchpebbles



INDIVIDUAL WORK

1. What is a discussion?

2. In today's lesson, you will raise your hands when you want to speak. Do you think that in next week's lesson, the class should raise hands, as the bear suggested, or follow the owl's advice? Check your choice, and explain why you made that choice.

Raise hands Don't raise hands

Why?



SMALL GROUP WORK

1. Share your answers to question 2, and explain why you chose that answer.
2. Try to agree on whether you should raise your hands and why you should or shouldn't.

Worksheet 2: About Revenge

INDIVIDUAL WORK



1. When someone hurts us, takes something that is ours, or hurts someone we care about, we often want to get even. We want to take revenge. Think about why you have wanted to get even with someone. Mark the following reasons in order of importance to you, from most important (1) to least important (6). Use all numbers 1, 2, 3, 4, 5 and 6 only once.

- _____ a) I want the other person to hurt as much as I was hurt.
- _____ b) I feel good afterward.
- _____ c) It is only fair and right.
- _____ d) It will show I'm not a pushover.
- _____ e) It will stop the person from doing it again.
- _____ f) Write another reason for getting even on the line below.

2. If you decided to get even, would you do it secretly? Or would you tell the other person ahead of time that you were going to “get back at” him or her?

- I would take revenge secretly.
- I would warn the other person ahead of time.

Why?

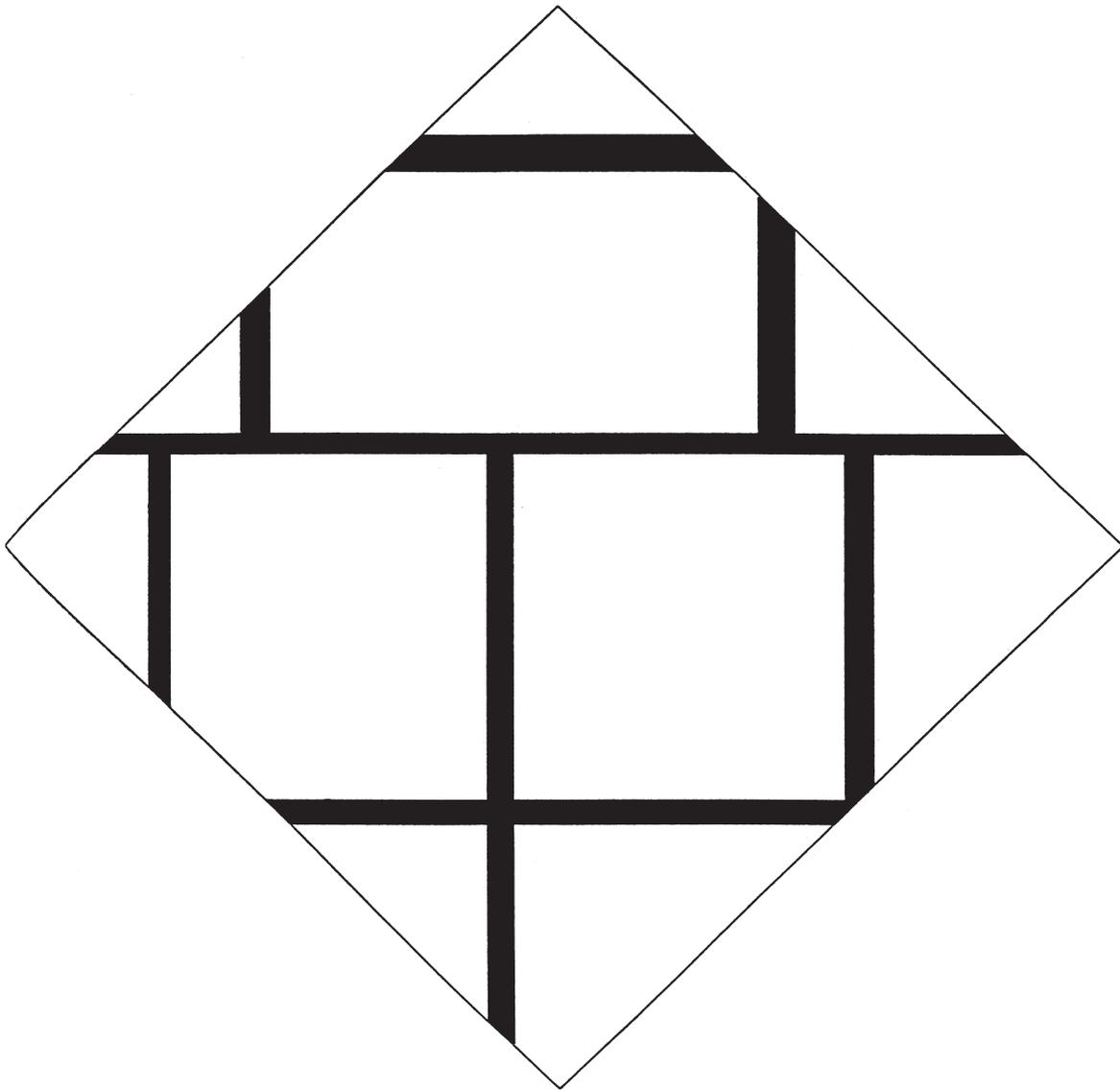
SMALL GROUP WORK



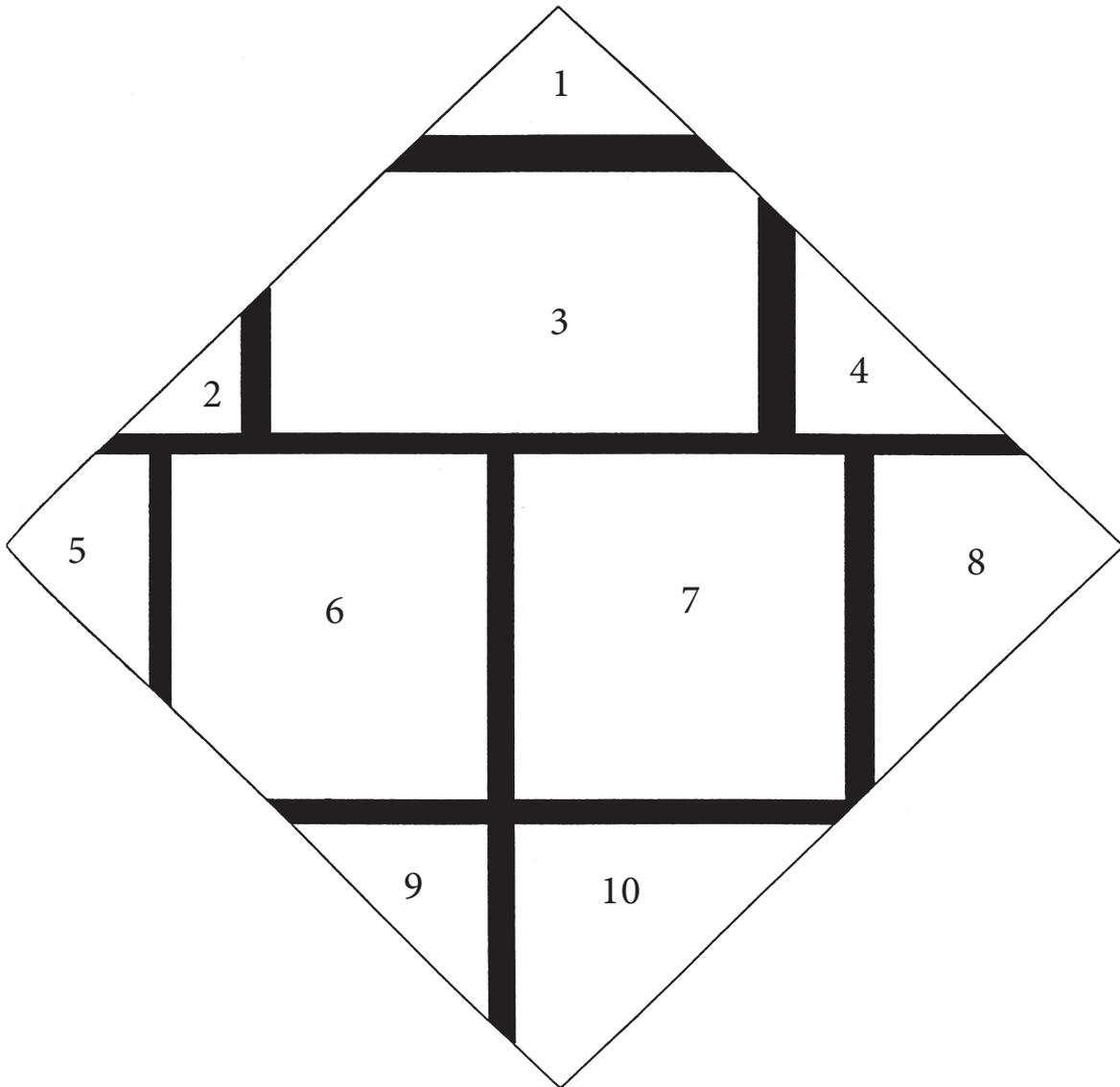
Share your answers to the questions above, and share your reasons. You don't all have to agree on one answer, but you may change your answers if you want to.

Note to the digital edition:

Please print this page or download it and open it in Paint to color it in. If you cannot, use the next page to imagine which colors you would fill in the boxes.



Lesson 3: Diamond Painting in Red, Yellow, and Blue



1: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

2: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

3: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

4: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

5: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

6: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

7: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

8: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

9: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

10: ___ Red
 ___ Blue
 ___ Yellow
 ___ Grey
 ___ White

Worksheet 4: Two Women and a Baby

INDIVIDUAL WORK



1. When we have disagreements with others, we can sometimes work them out ourselves. Other times, we want the help of a third person who is neutral. When would you choose the help of a third person? Put a check by those occasions.

- a) You have lost a valuable ring. Then you see a similar ring on the hand of a good friend, and you suspect it is yours.
- b) You have lost a valuable ring. You see a similar ring on the hand of someone you don't trust, and you suspect it is yours.
- c) You must share four things with one of your friends who comes to visit. The four things are a CD player, a TV, a computer, and a bike.
- d) You and a friend are offered a gift that you both want, but it cannot be shared. Only one of you can have it.

2. Imagine that you are a judge, and the two women in the story have come to you. You cannot harm the women or the baby. How would you decide who is the mother? What would you do to get the information you needed?

SMALL GROUP WORK



Compare your answers to question 2 above, and try to decide on one that you think is best. Write down your group's decision.



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 5: A Case Study in Medical Ethics

INDIVIDUAL WORK



Imagine that you are a teacher. You give your students a problem to solve. Below are descriptions of three different students who got the problem wrong. As the teacher, how do you respond in each situation? Choose one response for each case, and explain why you would act in that way.

1. Student 1 is a student who has been trying hard recently.

- a) Criticize the student and tell the student to work harder.
- b) Encourage the student by focusing on what the student does understand.
- c) Explain what was wrong and show the student how to solve the problem correctly.

Why did you make your choice?

2. Student 2 is a student who almost always gets the right answer but who teases other students who make mistakes.

- a) Criticize the student and tell the student to work harder.
- b) Encourage the student by focusing on what the student does understand.
- c) Explain what was wrong and show the student how to solve the problem correctly.

Why did you make your choice?

3. Student 3 is a student who does not make much effort and often provides wrong answers.

- a) Criticize the student and tell the student to work harder.
- b) Encourage the student by focusing on what the student does understand.
- c) Explain what was wrong and show the student how to solve the problem correctly.

Why did you make your choice?

Read the story *before* you answer question 4.

4. Suppose you were the doctor in the story. What would you have done?

Choose one response, and briefly explain your choice.

- a) Said what the father wanted you to say.
- b) Told the truth.
- c) Said the same thing that the doctor in the story said.

Why?



SMALL GROUP WORK

1. Share your answers to questions 1–4 above with one another.
2. Imagine that your group is the medical review board that must decide whether the doctor did the right thing. What would you do? How would you decide what to do?

Worksheet 6: A Paradox of Motion

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INDIVIDUAL WORK

Imagine that a friend tries to convince you, only by talking to you, that something that you think is true is actually false. In the cases listed below, if you think you might change your mind, write C for *change*. If you think you would never change your mind, no matter what your friend says, write N for *never*. Remember, your friend can't show you anything. Your friend can only tell you reasons why you are wrong.

- ___ a) A blue object that you saw in class yesterday is now green and yellow.
- ___ b) A big fire that you heard about on the radio did not really happen.
- ___ c) The score of a sporting event that you watched on TV was not what you thought.
- ___ d) You are dreaming right now.
- ___ e) If a slow runner has a small head start in a race, a much faster runner will never catch up.
- ___ f) You never returned something after you borrowed it.

S

SMALL GROUP WORK

Can your group find anything wrong with Zeno's argument? Write down anything from his argument that doesn't make sense to your group.

Worksheet 7: The Missing Axe



INDIVIDUAL WORK

1. Imagine that something has just been stolen from you and you think you know who did it. You haven't told anyone yet, even though you are sure that you are right. *But you didn't actually see the suspect in the act.* What, besides actually having seen the person take the object, would make you positive that you are right? Mark an “✘” in the box next to each situation below that would convince you that the suspect is guilty.

- a) The suspect has stolen things several times before.
- b) A good friend tells you that he saw the suspect steal the item.
- c) You have never liked the suspect. Besides, his or her eyes looked guilty yesterday.
- d) You saw the suspect near the place where you last saw the stolen item, and he or she wouldn't look you in the eye.
- e) The suspect was carrying the stolen item around but said he or she found it lying on the ground.
- f) The suspect has stolen other things from you before.
- g) The suspect is a close friend of yours. He or she has stolen from others, but never from you.

2. Imagine that you find out that the suspect is actually innocent. How would you feel? Mark the following 1 through 5. 1 is what you would feel *most*, and 5 is what you would feel *least*. Use all numbers 1 through 5 only once.

- ___ a) Stupid (What a dumb mistake I made.)
- ___ b) Ashamed (What a terrible thing I did.)
- ___ c) Defensive (How could I have known at the time?)
- ___ d) Aggressive (Well, the suspect probably would have done it.)
- ___ e) Sorry (How can I make it up to the person I wrongly suspected?)

SMALL GROUP WORK

As a group, decide what you would do and how you would act if you were accused of something you hadn't done, but no one could support your story.



Worksheet 8: Proverbs



INDIVIDUAL WORK

1. Choose three of the proverbs. Below each one you choose, paraphrase, or rewrite, the proverb in your own words.

Example: A stitch in time saves nine.

If you take care of a problem early, it's easy to fix, but it gets a lot harder if you keep putting it off.

- a) Look after your pennies, and the dollars will look after themselves.
- b) Too many cooks spoil the broth.
- c) Don't cut off your nose to spite your face.
- d) Don't throw out the baby with the bath water.
- e) Never judge a book by its cover.
- f) If it ain't broke, don't fix it.

2. Pick one of the three proverbs you rewrote. Think of a situation in which what the proverb tells you to do would *not* be correct, and explain it below.

SMALL GROUP WORK



1. Share with your group how you paraphrased the proverbs. Decide on the best way to rewrite all six proverbs, and fill in the ones you left blank during the Individual Work.
2. As a group, choose any one of the proverbs and write about a situation in which that proverb does *not* apply.

Worksheet 9: The Wolf and the Dog



INDIVIDUAL WORK

Both the dog and the wolf seem to like the way they live.

1a) Why do you think the wolf returned to the woods at the end of the story?

b) Why do you think the dog accepted his collar and chain without complaining?

2a) What do you like most about the wolf's life?

b) What do you like most about the dog's life?

c) What do you dislike most about the wolf's life?

d) What do you dislike most about the dog's life?

3. Would you prefer to be like the dog or the wolf? Check one.

Dog Wolf Can't make up my mind

Why?

SMALL GROUP WORK

Is it possible to take only the good parts of the dog's life and only the good parts of the wolf's life and mix them, without having to take any of the bad parts? Explain why or why not in the space below.



Worksheet 10: The Judge's Coat

INDIVIDUAL WORK



1a) Do you think the young man would be a good friend?

- Yes No

Why or why not?

b) Did the young man steal the coat? Yes No

c) If you had been the judge, would you have acted differently?

- Yes No

2. When you have done something wrong, what is the best way for someone to tell you that you were wrong? Choose one of these answers and explain why.

- a) Tell me directly that I was wrong.
 b) Tell me I was wrong and explain why.
 c) Tell me a similar story about someone else I know and let me figure out my error.
 d) Tell me a story that I will realize is about me (as the young man did in "The Judge's Coat").

Why?

SMALL GROUP WORK



1. Compare your answers to question 1c above.
2. If you had been the judge's advisor, how would you have told him to respond to the young man?
3. What would have happened if the judge had followed your advice? (Make sure you write down your answers.)



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 11: Advice to a Teacher



INDIVIDUAL WORK

1. If you do something wrong or foolish and someone calls you “dumb,” how do you usually feel? Check the item that best describes your response.

- a) Embarrassed
- b) Angry with yourself
- c) Angry with the person who called you “dumb”
- d) Unwilling to accept advice or help from that person
- e) Other _____

2. What advice would you give to a new teacher who wants very much to become a good teacher?

3. You have just read some advice to teachers. If you were a teacher, what three pieces of advice would you give *students* to improve their learning?

a)

b)

c)

Worksheet 12: The Song of Wandering Aengus



INDIVIDUAL WORK

1. Read the first stanza of the poem again. Rewrite the stanza in your own words. Use only two or three sentences to retell what happens in the stanza.

2. Read the second stanza of the poem again. Following the steps you used for number 1, rewrite the second stanza in your own words.

3. Do the same thing for the third stanza. Rewrite what happens in your own words.



SMALL GROUP WORK

In your small group, choose a stanza that you would like to draw. Decide what images or events from the stanza you will draw. Then choose a member of the group to make the drawing. Give each person in the group a chance to add something to the drawing or give advice about what else is needed. Use the back of the worksheet to draw a picture.

Worksheet 13: Common Ideas from The Elements



INDIVIDUAL WORK

1. Listed below are the five statements from the text. Decide for each statement whether it is **Always** true, **Mostly** true, **Sometimes** true, **Rarely** true, or **Never** true.

a) Things that are equal to the same thing are also equal to one another.

Always Mostly Sometimes Rarely Never

b) If equals are added to equals, the sums are equal.

Always Mostly Sometimes Rarely Never

c) If equals are subtracted from equals, the remainders are equal.

Always Mostly Sometimes Rarely Never

d) Things that coincide with one another are equal to one another.

Always Mostly Sometimes Rarely Never

e) The whole is greater than the part.

Always Mostly Sometimes Rarely Never

2. Do you think most students in your class would agree with your choices?

Yes No

3. Write down an opinion you think everyone in your class believes. This opinion can be about anything and should not be the same as any of the ideas in *The Elements*.



SMALL GROUP WORK

In your groups, examine the common ideas that got the highest scores. Together, try to think of situations in which that idea would be false, or at least not completely true.

Worksheet 14: Up from Slavery



INDIVIDUAL WORK

1. Imagine that you could have any pet you wanted.

a) What kind of pet would you choose?

b) What would you name your pet?

c) Why did you choose that name?

2. Your job is to find a good name for a new beverage. The beverage is yellow, and it tastes like oranges and grapefruit. You plan to sell it to people who are your age.

a) What would you name it? _____

Why?

b) What would you name the beverage if you wanted to sell it to grown-ups?

Why?

3. If you could give yourself a new name, what would you choose?

Name: _____

Why?

APPENDIX F



Student Self-Evaluation

1. Now you will evaluate, or grade, your participation in Touchpebbles today. Think about your participation and give yourself a grade using the numbers 1 through 10. A “1” means that you did very poorly. A “5” means that you did okay. And a “10” means that you did an excellent job. You can give yourself a grade using any number from 1 through 10, but you must have a reason for choosing that grade. Write your score in the space provided.

Very Poor		Poor		Okay		Good		Excellent		
1	2	3	4	5	6	7	8	9	10	_____

2. Why did you rate yourself that way?
3. What can you do to improve your participation?
4. What can you do to improve the discussions overall?
5. If you do not speak at all or speak only a little during the discussion, why? Choose one of the answers below or provide your own explanation.
 - a) The texts are too hard.
 - b) Too many people talk at once.
 - c) I don't know what to say.
 - d) I prefer to listen.
 - e) I have a hard time expressing myself clearly.
 - f) Other _____
6. Think about your participation and choose one thing that you would like to improve. Write your goal here and include one thing you can do to reach that goal.

PAIR WORK



1. Share your new name from question 3 in the Individual Work with your partner. Ask them what they think of it. After hearing your partner's response, you may change your name.
2. Share with your partner the names you came up with for the beverage in questions 2a and b.
3. Decide together on one name for the beverage for kids your age and one name for the same beverage if you were planning to sell it to adults.

For kids: _____

For adults: _____

Worksheet 15: A Navajo Sandpainting

INDIVIDUAL WORK

Identify as many objects as you can in the sandpainting. For each one, write down what you think it means. One example is given.



- a) The round black circle at the center top with lines going to the center is a house.

- b)

- c)

- d)

- e)

- f)

- g)

SMALL GROUP WORK



1. Compare your answers. Decide which images you like the most and why.
2. Using as many of the images in the painting as possible, create a story about what is happening in the sandpainting. Work together to decide on your story before you begin writing. Use the space below to write your story.

Worksheet 16: The Declaration of Independence



INDIVIDUAL WORK

Write in your own words what you think is meant by these statements:

a) “All men are created equal.”

b) We have the “unalienable Rights” to “Life, Liberty and the pursuit of Happiness.”



SMALL GROUP WORK

Compare and discuss how each member of your group rewrote the statements in the Individual Work. As a group, decide on the best revision of each statement, and write it below the statement.

a) “All men are created equal.”

b) We have the “unalienable Rights” to “Life, Liberty and the pursuit of Happiness.”

Worksheet 17: The Velveteen Rabbit

INDIVIDUAL WORK

Write a short sentence to explain what you think the following sentence means:

“You’re a *real* friend.”



SMALL GROUP WORK

1. Your group will act out the story that you read today. Decide who will play the roles of the skin horse and the rabbit. Also decide who will be the director and the audience. Try changing the performance to make it sad or lively.
2. Then decide on a final version to present to the class. Keep in mind that your performance should be no more than one or two minutes long.



Worksheet 18: A Young Thief and His Mother

INDIVIDUAL WORK, PART 1



These nine sentences are from a story that was written more than 2000 years ago by a man named Aesop. The first sentence of the story has been given the number 1. You must decide the correct order of the rest of the sentences. Number the rest of the sentences in the order that makes the most sense. Use the numbers 2 through 9 only one time each.

- 1 a) A young man had been caught robbing and killing a lady on the street.
- ___ b) As he was about to be executed, he asked to see his mother.
- ___ c) Everyone around was so horrified that they asked him why he had done it.
- ___ d) “To punish her,” he said. “When I was young, I began stealing little things and brought them to my mother.”
- ___ e) He was tried and sentenced to be executed.
- ___ f) “So it’s mainly because of her that I’m being executed here today.”
- ___ g) When she was brought to him, he said, “I have something I want to whisper to you.”
- ___ h) “Instead of punishing me and telling me I was doing wrong, she just used to laugh and say how clever I was and that my actions wouldn’t be noticed.”
- ___ i) She bent her ear close to his mouth, and he bit her so hard that her ear nearly came off.



SMALL GROUP WORK, PART 1

1. Compare the order in which your group members placed the sentences. Try to agree on the order that makes the most sense. Everyone should write down the group's decision.

2. Write down the letters in the order (a-i) that you decided is right:



INDIVIDUAL WORK, PART 2

Write a response from the mother in which she disagrees with what her son has said. Finish the story by writing her response below or on another sheet of paper.



SMALL GROUP WORK, PART 2

1. Share what you wrote in Individual Work, Part 2, with your group members.
2. Decide which response you think is the best response from the mother.

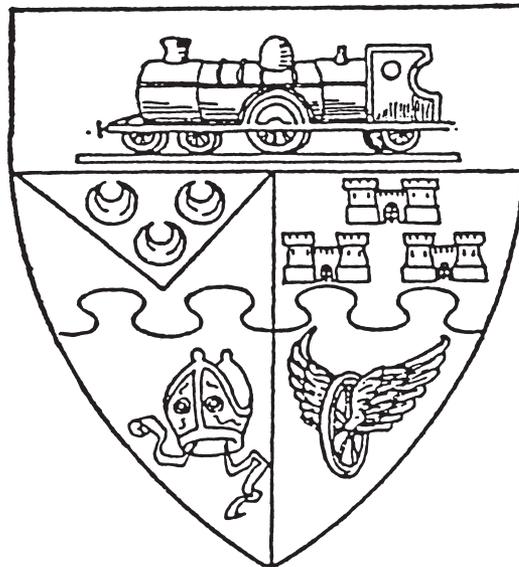
Worksheet 19: Two Heraldic Shields

SMALL GROUP WORK, PART 1

In the shield of Swindon below, find the object in the bottom left-hand corner. That object is a miter, or a special hat worn by a bishop, who is a high official of the Church of England. Above that, the three crescent moons are related to the Crusades, in which Christians and Muslims fought in the Middle East, as early as the year 1099.



The Shield of Swindon



1. What does this shield tell you about the town of Swindon? What is important about Swindon? What do people there do? What are they proud of? Write down what you think the shield says about Swindon.

2. Discuss what a shield for your school should have on it. What are the most important things about your school? You might consider its history, the place where it is located, the special activities, defining characteristics of its community, or its name. Agree on at least four items for your shield—more if you like. List them below.

a) _____

b) _____

c) _____

d) _____



SMALL GROUP WORK, PART 2

Your teacher will assign one of the main themes, or ideas, to your group. Together you will decide what symbol to use to represent the idea. You will also decide what the symbol should look like and draw it on your segment of the shield. Use the space below or another sheet of paper to sketch a rough drawing of your symbol. Then draw the final version on your group's segment of the shield.

My group's symbol represents _____.

Our Portion of the School Shield

Worksheet 20: Woman and Death



INDIVIDUAL WORK

1. Sometimes when we make a decision, we think about it very carefully. We try things out, and we ask other people's advice before we decide. Other times, we just hope for the best. As in flipping a coin, we leave the result to chance. Check the following items according to whether they are more likely to be decided by chance or by choice.

	Decided by Chance	Decided by Choice
a) Who will be a good friend	<input type="checkbox"/>	<input type="checkbox"/>
b) Whom you love	<input type="checkbox"/>	<input type="checkbox"/>
c) How you earn a living	<input type="checkbox"/>	<input type="checkbox"/>
d) What kind of job you get	<input type="checkbox"/>	<input type="checkbox"/>
e) Who does well in school	<input type="checkbox"/>	<input type="checkbox"/>
f) Which way to go when you aren't certain	<input type="checkbox"/>	<input type="checkbox"/>
g) Whether you will be happy	<input type="checkbox"/>	<input type="checkbox"/>

2a) Think of one advantage of living forever and write it here. Explain why it is an advantage.

b) Think of one disadvantage of living forever and write it here. Explain why it is a disadvantage.



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

SMALL GROUP WORK



As a group, make up and write down an ending to the story you have just read.

Worksheet 21: My Boyhood and Youth

INDIVIDUAL WORK



1. If you had to *learn* how to do the things listed below, how would you want someone to teach you? Would you want the person to teach you using *only* words? Or would you rather have someone teach you *only* by showing you by example how to do it? Or would you need a mixture of both methods? Place the letters before each example at the place on the line that best represents the way you would like to learn how to perform the activity. The example (a) has been placed for you.

				a
Words Only	Mostly Words	Some Words Some Example	Mostly Example	Example Only

- a) Muir's example of learning how to swim (This one has been done for you.)
- b) How to brush your teeth
- c) How to cook or bake something
- d) How to put together a toy like a model airplane
- e) How to get from school to a movie theater
- f) How to spell a word
- g) How to dance
- h) How to add numbers
- i) How to draw a circle

2. If you had to *teach* someone how to do the things listed below, how would you want to do it? Place the letters on this chart accordingly.

				a
Words Only	Mostly Words	Some Words Some Example	Mostly Example	Example Only

- a) Muir’s example of learning how to swim (This one has been done for you.)
- b) How to brush your teeth
- c) How to cook or bake something
- d) How to put together a toy like a model airplane
- e) How to get from school to a movie theater
- f) How to spell a word
- g) How to dance
- h) How to add numbers
- i) How to draw a circle



PAIR WORK

For today’s exercise, you and your partner need to decide who will be the teacher and who will be the student.

1. The *teacher* has to describe to the *student* how to get somewhere the *student* has never been (for instance, how to get from your bedroom to your kitchen table or how to get from the front door of your house to the kitchen sink). The *teacher* can use only words, not any drawings or pictures.
2. Once the teacher has finished this task, switch roles. The new teacher must teach the new student how to tie shoelaces without demonstrating or drawing. Just as before, the teacher can use only words to describe what has to be done.

Worksheet 22: The American Dream



INDIVIDUAL WORK

1. Think carefully about each question before you answer.
 - a) What's the farthest that you have ever been from home?

 - b) How much time did it take you to get there?

 - c) Name one thing that has happened in another country that has affected your life.

 - d) Name one thing that has happened in another town or city that has affected you.

 - e) Name something that has happened on your street that has affected you.

2. Think of what you mean when you talk about your neighborhood. Write Y for "yes" and N for "no," as you answer the following questions.
 - _____ a) Does it include your whole street?
 - _____ b) Does it include many streets?
 - _____ c) Does it include your whole town or city?
 - _____ d) Does it include your whole state?
 - _____ e) Does it include your whole country?
 - _____ f) Does it include the whole world?

Give a reason for the first question that you answered with "no."

SMALL GROUP WORK



1. Share and compare your answers to questions 1c, 1d, and 1e.
2. Discuss whether you think that what happens on your street or in your school is more important to you than what happens in another city or in another country.
3. Share your responses to question 2 in the Individual Work and try to come to agreement about one statement that is a “no” statement.

Worksheet 23: The Life of Alexander



INDIVIDUAL WORK

1. You meet someone for the first time. Here is a list of the questions that you might ask about the person's character. Check the three that you think are the most important for you to know about someone.

Is he or she:

- a) honest or truthful?
- b) bossy or timid?
- c) sincere or fake?
- d) cowardly or brave?
- e) liked by other people?
- f) rich or poor?
- g) generous or stingy?
- h) shy or a show-off?
- i) moody or even-tempered?
- j) selfish or thoughtful of others?

2. Look at your answers to question 1. Pick one of the three characteristics that you marked as most important. Below write what you might do to find out if someone has that trait. You may not ask him or her or anyone else. You will have to be able to tell on the basis of something he or she does.

Trait: _____

How to tell if a person has it:

3. Think of a time when a small event told you a lot about someone. Maybe it was something the person said or did or the way he or she looked, but it changed the way you thought about that person. Don't write anything yet; just try to remember what you saw or heard.

APPENDIX F



Student Self-Evaluation

1. Now you will evaluate, or grade, your participation in Touchpebbles today. Think about your participation and give yourself a grade using the numbers 1 through 10. A “1” means that you did very poorly. A “5” means that you did okay. And a “10” means that you did an excellent job. You can give yourself a grade using any number from 1 through 10, but you must have a reason for choosing that grade. Write your score in the space provided.

Very Poor		Poor		Okay		Good		Excellent	
1	2	3	4	5	6	7	8	9	10

2. Why did you rate yourself that way?
3. What can you do to improve your participation?
4. What can you do to improve the discussions overall?
5. If you do not speak at all or speak only a little during the discussion, why? Choose one of the answers below or provide your own explanation.
 - a) The texts are too hard.
 - b) Too many people talk at once.
 - c) I don't know what to say.
 - d) I prefer to listen.
 - e) I have a hard time expressing myself clearly.
 - f) Other _____
6. Think about your participation and choose one thing that you would like to improve. Write your goal here and include one thing you can do to reach that goal.

SMALL GROUP WORK



1. Each person in your group should take a turn sharing their response to question 3.
2. After everyone has taken a turn, as a group you must choose the best response to question 3.
3. Write a short story based on the response you chose. The story should show how a small clue can give you insight, or perspective, into a person's character.

Worksheet 24: Three Letters



INDIVIDUAL WORK

1. Which way of telling someone something is the most likely to cause a misunderstanding? The least likely?

(L = least likely, M = most likely)

- _____ a) Writing a letter.
- _____ b) Speaking face-to-face.
- _____ c) Talking by phone.

Why?

2. If you knew there was a misunderstanding between you and someone else, how would you prefer to clear it up? Check one answer.

- a) Write a letter.
- b) Call him or her right away.
- c) Speak face-to-face, even though you must wait a week before you can see the person.

Why?

3. Suppose that you wanted to tell somebody something important. For example, pretend that you have won or lost a big prize. Which of the following would you do? Would it matter who you wanted to tell?

- a) Write.
- b) Phone.
- c) Say it in person.

Why?

SMALL GROUP WORK



1. Share your answers from the Individual Work.
2. Have one person in your group record your group's answers for each question on a separate piece of paper. If your group cannot agree on one answer for each question, have the recorder write down the reasons for the disagreement.

Worksheet 25: Why Parrots Mimic Humans

INDIVIDUAL WORK



1. None of us would be glad if people we know never actually told us what they really thought. But we wouldn't like it if they always said what they really thought. Of the reasons listed below, which would *most* stop you from telling someone what you really think? Mark that with an *M*. Which would stop you the *least*? Mark that with an *L*.

Most likely to stop me - *M*

Least likely to stop me - *L*

- _____ a) It would make the person sad.
- _____ b) It would make the person angry.
- _____ c) It would embarrass the person.
- _____ d) It would get me in trouble.
- _____ e) It would make the person like me less.
2. What advice would you give to the parrot to persuade it to say what it really thinks?
3. Do the other students in your Touchpebbles class say what they really think?
4. Do you say what you really think in your Touchpebbles class? Why or why not?



SMALL GROUP WORK

1. Decide as a group what advice you would give the parrot. You can either choose from your individual answers by a vote or come up with a new idea together.
2. Write your group's advice below.

Worksheet 26: Photographs and Cartoons of Charles Darwin

INDIVIDUAL WORK



1. Look at photograph 1. Choose the two most striking or dramatic features you see. What gets your attention the most? Mark them 1 and 2.

- _____ a) Eyes
- _____ b) Clothes (What part?)_____
- _____ c) Beard
- _____ d) Mouth and general expression
- _____ e) Other _____

2. Do the same for photograph 2.

- _____ a) Eyes
- _____ b) Clothes (What part?)_____
- _____ c) Beard
- _____ d) Mouth and general expression
- _____ e) Other _____

3. Now look at Cartoon 1. Cartoonists always pick on some feature of their subject to emphasize, and they usually make fun of it. What did this cartoonist choose to highlight?

4. What did the cartoonist choose to emphasize or exaggerate in Cartoon 2?



SMALL GROUP WORK

1. Share with one another your answers to the questions in the Individual Work.
2. Discuss the following questions:
 - a) How can you tell that the two photographs and the two cartoons are of the same person?

 - b) What would your cartoon of the person whose picture you brought in today look like?

Worksheet 27: One Person's Gain Is Another's Loss



INDIVIDUAL WORK

The text describes several examples where one person gains when other people lose. These situations can all be called “win-lose” situations. In a win-lose situation, if one person or group wins something, another person or group must lose. But not all of life may be like Montaigne’s examples. If you sell your bike for a fair price, both you and the buyer gain. This is called a “win-win” situation. And there is a third type of situation, which is when both people lose. This is called a “lose-lose” situation.

Think of three examples (not those listed above or included in the text) that represent each type of situation.

a) Win-lose:

b) Win-win:

c) Lose-lose:



SMALL GROUP WORK

1. Discuss the examples given in the text.
2. Think of ways you that can turn each situation presented in the text into a win-win situation.
3. Write your answers on the other side of this paper.



Central Africa Wall Painting
The Bangba Tribe

(STUDENT VOLUME, PAGE 57)



THIS PAGE MAY NOT BE REPRODUCED OR DISPLAYED IN ANY FORM.

Worksheet 28: Central Africa Wall Painting

INDIVIDUAL WORK, PART 1



1. Central Africa Painting 1 is from a wall painting made by the Bangba tribe. These paintings are almost always full of geometric shapes, such as circles, squares, crosses, and triangles. Look at the design below and list the shapes that you see.

Central Africa Painting 1



- a) _____ d) _____
b) _____ e) _____
c) _____ f) _____

2. Imagine that you are describing this painting to someone on the phone and the other person on the phone cannot see the painting. Your description has to be given only through words. Start by filling in the blanks in (b), (c), and (d), and then complete the description by yourself.

a) Imagine an upright cross in the middle of a paper. The lines should be thick and about one inch long.

b) In the center of the cross make a _____ .

c) Draw a _____ around the cross so that it touches the ends of the cross.

d) Draw about 18 little _____ around the circle so that they sit on the _____.

Next step:

e)

Next step:

f)

Next step:

g)

SMALL GROUP WORK



Read all of the directions before you begin.

1. Decide who will be the describer, the drawer (or listener), and the umpire (or observer).
2. Your teacher will give the person who is the describer a copy of Central Africa Painting 2. The drawer is NOT allowed to look at the design.
3. The describer will tell the drawer how to draw the design by describing what is on the page. The describer cannot use anything but words (*no* hand movements, signals, or other drawings) to describe the picture. The drawer can ask the describer questions but the describer cannot show the drawer anything.
4. The umpire's job is to make sure that the rules are followed. The umpire will also help decide whether it is harder to describe something accurately or to listen and follow directions accurately.

INDIVIDUAL WORK, PART 2



1. Name three things that make it hard to listen in a discussion.

a)

b)

c)

Worksheet 29: The Fox and the Raven

INDIVIDUAL WORK



1. When Abu the Fox invites Jamilla the Raven for a meal and gives her something she can't eat, which of the following best describes his behavior?

- a) He is playing a harmless trick.
- b) He is being selfish (wanting it all for himself).
- c) He is being mean (wanting to do something cruel to Jamilla).
- d) He is trying to be clever.
- e) Other _____

2. When Jamilla the Raven offers Abu the Fox dates that he can't eat, which of the following do you think is most true of her behavior?

- a) She is taking revenge.
- b) She can't take a joke.
- c) She is being fair and just.
- d) She is simply getting even.
- e) Other _____

3. What is needed to get these two characters to stop getting even with each other? On the back of this page or on a separate sheet of paper, write an ending for the story that shows how they could resolve this situation for good.



SMALL GROUP WORK

1. Share your answers to question 3 in the Individual Work.
2. Try to agree on an ending to the story that would end the problem between the characters in the story.

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 30: The Autobiography of Malcolm X



PAIR WORK

Some activities are cooperative, some are competitive, and some are a mix of cooperation and competition. In the list below, put a 1 next to the activity if it requires cooperation, 2 next to the activity if it requires competition, and 3 next to the activity if it is a combination of cooperation and competition.

Cooperative = 1, Competitive = 2, Combination of the two = 3

- _____ Learning to ride a bike
- _____ Celebrating a special occasion
- _____ Playing video games
- _____ Playing in a game against another team
- _____ Understanding a difficult idea
- _____ Playing musical instruments with friends
- _____ Studying for a math test with a friend
- _____ Watching a movie with your family
- _____ Taking a test at school
- _____ Being in a play

SMALL GROUP WORK



For all the activities that you marked as a combination of cooperation and competition, decide as clearly as you can what part of the activity is cooperative and what part is competitive. Pick one activity, and write out the separate parts below.

a) Which one did you choose?

b) What part is competitive?

c) What part is cooperative?

APPENDIX F



Student Self-Evaluation

1. Now you will evaluate, or grade, your participation in Touchpebbles today. Think about your participation and give yourself a grade using the numbers 1 through 10. A “1” means that you did very poorly. A “5” means that you did okay. And a “10” means that you did an excellent job. You can give yourself a grade using any number from 1 through 10, but you must have a reason for choosing that grade. Write your score in the space provided.

Very Poor	Poor	Okay	Good	Excellent						
1	2	3	4	5	6	7	8	9	10	_____

2. Why did you rate yourself that way?
3. What can you do to improve your participation?
4. What can you do to improve the discussions overall?
5. If you do not speak at all or speak only a little during the discussion, why? Choose one of the answers below or provide your own explanation.
 - a) The texts are too hard.
 - b) Too many people talk at once.
 - c) I don't know what to say.
 - d) I prefer to listen.
 - e) I have a hard time expressing myself clearly.
 - f) Other _____
6. Think about your participation and choose one thing that you would like to improve. Write your goal here and include one thing you can do to reach that goal.

Lesson 28: Central Africa Wall Painting

You are the describer for your group. Your job is to describe the design below to the drawer. The drawer's job is to listen to you and try to draw what you are describing. Do not show the picture to the drawer until your teacher says so.

Central Africa Painting 2

