

MTI GUIDE

Guide for using the Moral Theme Inventory (MTI)

Version 2.0

Darcia Narvaez and Tonia Bock
Department of Psychology
University of Notre Dame
Notre Dame, Indiana 46556

January 2001; Revision: March, 2010

©Copyright 2001, Darcia Narvaez, All Rights Reserved.

Purpose

Testing children for their moral thinking is difficult because of their relatively limited language, experience, and abstract thinking skills. The Moral Theme Inventory provides a measure of moral development that can be used with young subjects. A multiple-choice approach can identify broad developmental differences in moral thinking among children and moral text comprehension can be used to measure these differences. This approach enables us to have some means of relating the performances of children and adults.

What is the Moral Theme Inventory?

The Moral Theme Inventory consists of four stories about moral dilemmas. Each story presents aspects of ethical sensitivity, judgment, motivation, and action. These are the four psychological processes or components necessary for completing an ethical action (see Narvaez & Rest, 1995, or Narvaez, Endicott, Bock, & Mitchell, 2000). Each story has a complex moral message. After a story is read, there are four tasks that measure theme comprehension: (1) the rating of each of seven or eight theme choices for how well they match the theme of the original story (using a 5-point Likert-type scale); (2) selection of the two theme choices that best match the theme of the original story; (3) the rating of four vignettes for how close each one's theme match the original story's theme; (4) selection of the vignette that best match the theme of the original story. Ten true-false questions about the story are used to measure reading comprehension and were used as a covariate in the analyses.

Participant Tasks

In the full test, there are four stories and five tasks after each story. Participants read along while an audio tape recording is played. After each story, the participants do the following.

- (1) True-False Comprehension Questions. The participants answer 10 questions about each story. Some of the statements are (a) facts that took place in the story, (b) factual statements that did not take place in the story (c) inferences a good reader would make while reading the story (d) incorrect inferences that a good reader would not make during the story.
- (2) Vignette Rating. Participants rate four vignettes for how close each one's theme matched the original story's theme. A five-point Likert-type scale is used. There is one vignette with the same theme, one with the same actions, one with the same characters and one with the same setting. Unlike in the message-choice task described below, the vignette rating task measures a more implicit understanding of the theme because the theme was not specified.
- (3) Vignette Choice. Participants select the vignette that best matched the theme of the original story. This task also measures a more implicit understanding of the story by not requiring a word-based understanding of the themes.
- (4) Message Rating. Participants rate each of seven or eight messages for how well they match the theme of the original story (using a 5-point Likert-type scale). There are messages that represent Stage-1 Kohlbergian thinking, Stage-2 Kohlbergian thinking, Stage-3 Kohlbergian thinking, a collectivistic orientation, and a complex word statement that is not the theme. The message rating task measures a recognition-type of theme comprehension.
- (5) Message Choices. Then participants select the two message choices that best match the theme of the original story from the list of choices just rated. This task measures their preference for presented themes.

MTI Scoring

Reading Comprehension.

Reading comprehension can be used as a covariate your analysis. Using the key for true-false questions, determine which responses are correct and incorrect. Assign 0 to each incorrect response and assign 1 to each correct response. For Reading Comprehension Total add together the correct answers to the set of ten true-false questions across stories (range is 0 to 40).

Moral Theme Comprehension Scores.

Assign values to all vignette ratings and message ratings as follows:

Very Different = 1, Different = 2, So-so = 3, Same = 4, Very much the same = 5

Assign values to vignette choice and message choice items (see Key for correct and incorrect choices):

Correct choice = 1, Incorrect choice = 0

(1) Vignette rating task, adjusted ratings for the correct vignette choice (VIGNETTE RATING; possible range per story=-12 to 12). The adjusted ratings are computed by subtracting the rating for a distractor (incorrect) item from the rating for the correct vignette choice (see Key for incorrect and correct items). The adjusted scores for each distractor are then added to get the Vignette Rating score per story. Add the four Vignette Ratings across stories for the Vignette Rating Total. Example for California:

$$(\text{CalVignetteARating} - \text{CalVignetteBRating}) + (\text{CalVignetteARating} - \text{CalVignetteCRating}) + (\text{CalVignetteARating} - \text{CalVignetteDRating}) = \text{Cal Vignette Rating}$$

(2) Vignette selection task. Compute the total of correct vignette choices by adding the scores for correct vignette choice (1=correct, 0=incorrect) across stories (VIGNETTE CHOICE TOTAL). For each story, a subject will have a score of 1 or 0.

$$\text{CalVignetteChoice} + \text{JedVignetteChoice} + \text{MalVignetteChoice} + \text{KimVignetteChoice} = \text{Vignette Choice Total}$$

(3) Message rating task, adjusted ratings for the correct message choices (MESSAGE RATING; possible range for Kim, Jed, Cal=-24 to 24, for Mal = -28-28). The adjusted ratings are computed by subtracting the rating for a distractor (incorrect) item from the rating for the theme choice choice (see Key for incorrect and correct items). The adjusted scores for each distractor are then added to get the Message Rating per story. Add the four Message Ratings scores across stories for the Message Rating Total.

(4) Message selection task. Compute the total of correct message choices (MESSAGE CHOICE TOTAL) by adding the number of theme choices across stories (2 possible from each story). For each story, a subject will have a score of 2, 1, or 0.

(5) Composite Score. The four basic scores are added together for a composite score (VIGNETTE RATING TOTAL + VIGNETTE CHOICE TOTAL + MESSAGE RATING TOTAL + MESSAGE CHOICE TOTAL = COMPOSITE THEME COMPREHENSION) indicating overall moral theme comprehension. Per story, the range of scores can be -36 to 39 (except Malcolm, -40 to 43). The scores for all four stories can range from -148 to 160.*

*(PLEASE NOTE: The ranges are slightly different from the Narvaez et al (1999) article but the statistical results are the same.)

Reliability and Validity

Reading Comprehension: In Narvaez et al (1999), Cronbach alpha reliability for the reading comprehension score (n=40) was .81.

Composite Score: In Narvaez et al (1999), the reliability of the composite score of theme tasks (across four stories and four tasks) using Cronbach alpha was .89.

Group Comparisons

In Narvaez et al. (1999), these were the scores that were found for 8-9 year olds (third grade), 10-11 year olds (fifth grade) and adults (20-40 year olds).

Means, Standard Deviations, and F with Covariate for Combination Variables (Adjusted Scores): Vignette Choice, Thematic Story Rating, Message Choice, Message Rating, Composite of Four Variables (Composite Theme Comprehension Score).

	3rd grade (n=50)	5th grade (n=54)	Adults (n=28)	F	F (with reading comprehension as covariate)
1.Vignette choice	.44 (.64)	1.81 (1.67)	3.64 (.56)	118.74*	57.18*
2.Vignette rating	-2.57 (3.17)	3.76 (3.75)	9.22 (2.86)	116.52*	65.99*
3.Message choice	2.72 (1.51)	4.67 (1.26)	6.00 (.86)	63.28*	25.43*
4.Message rating	2.74 (2.95)	5.74 (2.40)	8.32 (2.01)	45.73*	86.82*
Composite of 4	3.31 (6.04)	15.99 (7.00)	27.19 (4.98)	135.62*	74.65*

* $p < .0001$

USING THE MTI

You are welcome to use the MTI for research purposes at no cost. Please send us your results so we can include them in this guide.

The story protocol is at the end of this guide. Feel free to make copies.

The audio versions of the stories (recommended for testing children under 12) are at my website:
<http://www.nd.edu/~dnarvaez/Scales.htm>

The spss syntax for scoring the MTI is also at my website.
<http://www.nd.edu/~dnarvaez/Scales.htm>

Procedure for using the MTI

1. Contact Darcia Narvaez to request permission to use the MTI.
2. Prepare your testing procedure. You will need enough copies of the test for your participants. If you are testing children under 12, download the audio files (at my website: <http://www.nd.edu/~dnarvaez/Scales.htm>) for the instructions and each story and use them for collecting data.
3. Set aside about 50 minutes for each pair of stories you will administer.
4. Participants will need a pencil and no distractions.
5. In your introduction, inform the participants that the tape moves slowly enough for younger children to follow.
6. Play each tape, beginning with the *Instructions audio file*.
We suggest this order of stories: Kim, Jed, Malcolm, California
7. Once you have collected the data, enter the data as described in this guide.
8. Score the data using the SPSS syntax provided at the website (<http://www.nd.edu/~dnarvaez/Scales.htm>). Or use the scoring key in the appendix.

Publishing

We do not give permission for any parts of the test or scoring instructions to be published. Those using the inventory for dissertations and theses may request permission to attach a copy of the test to their manuscript. Please ask for a letter of permission to do so from the address on the cover.

Must all 4 stories be used?

There is preliminary data to suggest that results might be similar when only Kim and Jed are used. More data need to be collected before any recommendations can be made. We encourage researchers to try different numbers and combinations of stories.

**Please keep us informed of your findings!
We would like to include them here.**

References

- Narvaez, D., Gleason, T., Mitchell, C. & Bentley, J. (1999). Moral Theme Comprehension in Children. Journal of Educational Psychology.
- Narvaez, D., Endicott, L., & Bock, T., & Mitchell, C. (1999). Nurturing Character in the Middle School Classroom: A Guidebook for Teachers, 2nd Edition. Minnesota: Department of Children, Families, and Learning.
- Narvaez, D. & Rest, J. (1995). The four components of acting morally. In W. Kurtines & J. Gewirtz (Eds.), Moral behavior and moral development: An introduction (pp. 385-400). New York: McGraw-Hill.

MTI KEY

Scoring for True False Items

California	Malcolm	Jed	Kim
1. True	1. False	1. False	1. False
2. False	2. True	2. False	2. True
3. False	3. False	3. True	3. False
4. False	4. False	4. True	4. False
5. False	5. True	5. True	5. True
6. True	6. False	6. False	6. False
7. True	7. True	7. True	7. False
8. True	8. False	8. False	8. False
9. True	9. True	9. False	9. True
10. True	10. True	10. True	10. True

Scoring for Story Vignettes

California	Malcolm	Jed	Kim
A. Same Theme	A. Same Actions	A. Same Characters	A. Same Setting
B. Same Characters	B. Same Characters	B. Same Actions	B. Same Theme
C. Same Setting	C. Same Theme	C. Same Setting	C. Same Characters
D. Same Actions	D. Same Setting	D. Same Theme	D. Same Actions

Scoring for Message Choices

California	Malcolm	Jed	Kim
1. Stage 1	1. Theme	1. Stage 1	1. Stage 3
2. Stage 3	2. Big Word	2. Stage 3	2. Stage 2
3. Stage 2	3. Stage 1	3. Theme	3. Ingroup
4. Big Word	4. Ingroup	4. Ingroup	4. Big Word
5. Ingroup	5. Theme	5. Big Word	5. Theme
6. Theme	6. Stage 2	6. Stage 2	6. Stage 1
7. Theme	7. Stage 3	7. Theme	7. Theme
	8. Stage 2		

NAME_____

TEACHER_____

PARTICIPANT NUMBER_____

We are interested in finding out what you think about four stories, two today and two next time. We will be playing a tape of someone reading each story as you read along. After reading each story, we will ask you to think about the most important moral message of the story. Then we will ask you questions about the story. Let's go through an example of what you will do. First, you will follow a story while a tape of it is being played. Second, we will ask you some questions to answer on your own. Here is the example.

The Monkey and the Rabbit

Long ago in the deep jungle, Monkey and Rabbit were sharing a meal. Monkey was feasting on ripe yellow bananas while Rabbit munched on juicy green leaves. While they ate, each practiced the habits most natural to him. Monkey scratched; first his head, then his chest, then his arms and, of course, his legs. He scratched and scratched during the entire meal. While Monkey scratched, Rabbit turned his head; first to the right, then to the left, then behind him, and then above. He was on the lookout for an enemy attack, and all through the meal he could not keep still.

Finally Monkey said, "Please stop turning away from me when I'm talking. It's not polite." "Look who's complaining about good manners," said Rabbit. "You've been scratching the whole time. Scratching is more impolite than looking for enemies."

Then they decided to make a bet. The Monkey would stop scratching and the Rabbit would stop looking around. The one who moved first would have to feed the other for a week.

So they sat facing each other, and for a few minutes it was easy. But as time went by, staying still became harder and harder. Monkey itched so badly that he felt like screaming! Rabbit was so frightened of his enemies that he was trembling! Finally Monkey suggested that they tell each other stories to pass the time.

Monkey started to tell about when he got separated from his mother as an infant and nearly got killed. First he was hit by a branch on the head; then he ran into a bee's nest and got stung all over; and then he fell and hurt his leg. As he told each part of the story, he scratched the places where he got hurt. It felt so good to scratch.

Rabbit realized that Monkey was trying to trick him and said, "Now I'll tell you a story." He told about the night he watched his brothers and sisters while his mother was out. It was so dark that every sound made him jump. As he described the sounds, he turned his head to look in the direction of the sound he had heard.

Monkey began laughing when he realized what Rabbit was doing. Then Rabbit began to laugh. They decided to call off the bet and to be friends with each other as they were.

Take a moment to think about the message of this story. What do you think the author would like you to learn about getting along with others? Think about what would be the best lesson from this story about getting along with others.

The researchers think that the best message of this story is "Accept others as they are."

QUESTIONS

First, we will ask you some True-False questions about the story. Circle "True" if the statement is true about the story or circle "False" if the statement is false about the story. Answer these questions without looking back at the story.

True False 1. Monkey and Rabbit were enemies.

True False 2. Rabbit was never afraid.

Next, please read the following three stories. As you read each one, you will decide how well its message matches the best message from "The Monkey and the Rabbit" and you will mark your answer below the story.

Story A

Deep in the jungle lived two good friends, a pig and a bird. The pig worked very hard to find food. All day the pig snorted and sniffed around for fruits to eat. The pig was a messy eater. She usually left scraps of fruit around after finishing a meal. Unlike the pig, the bird did not have to work hard to find food. She simply followed the pig and nibbled on the scraps the pig left behind. The pig did not mind that the bird ate the scraps of food that she had worked so hard to get. Why? Because the bird kept the pig company all day and sang as the pig sniffed out their next meal.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story B

Rover was a family dog. He was the only pet in the house and loved his lazy days of sleeping on the front porch. Then one day the family brought home a kitten. The kitten loved to run around and play all day. Rover could no longer sleep on the porch because the kitten was always playing there. The kitten didn't like Rover because he would just lay around and not play with her. The kitten wished that Rover was more playful and Rover wished the kitten would take more naps. One day the Kitten went to the doctor for a checkup. While she was gone, Rover missed her and she missed Rover. When she got back, Rover wasn't so upset with her playing and she didn't mind so much his napping.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story C

In the reptile house at the zoo, there lived a snake and a lizard. One day they shared a meal. The snake ate worms and the lizard ate green bugs. They made a bet about who could eat the most. While they ate, they talked about their lives when they were young. Lizard laughed at Snake's stories and Snake laughed at Lizard's stories. When they were finished eating, they couldn't figure out who had eaten more so they went off to play.



Very much
the same



About
the same



So-so



Different



Very
different

Next you will mark which of the three stories above has a message that most closely matches the best message of "The Monkey and the Rabbit."

Circle the title: Story A Story B Story C

Story B is circled because it has the same message, "Accept others as they are" as does "The Monkey and the Rabbit."

Next, we will present several messages that people have suggested to be the message of "The Monkey and the Rabbit." You will mark how good a match each message is with what you think is the best message of "The Monkey and the Rabbit."

1. Don't try to change others.



Very much
the same



About
the same



So-so



Different



Very
different

2. Be alert, you may get tricked.



Very much
the same



About
the same



So-so



Different



Very
different

3. Accept others as they are and don't try to change them.



Very much
the same



About
the same



So-so



Different



Very
different

4. Monkeys and rabbits make rude friends.



Very much
the same



About
the same



So-so



Different



Very
different

Then we will list the possible messages again. You will CIRCLE the number of the TWO messages that you think most closely match the best message from "The Monkey and the Rabbit". Remember to circle two.

1. Don't try to change others.
2. Be alert, you may get tricked.
3. Accept others as they are and don't try to change them.
4. Monkeys and rabbits make rude friends.

Number 1 and number 3 are circled because they are the closest matches to what the researchers think is the best message of "The Monkey and the Rabbit," "Accept others as they are."

Do you have any questions about what we would like you to do? Please ask the researcher NOW. After your questions, please wait until everyone is ready. Then we will ask you to turn the page and follow along as we play a recording of the first story.

California

Cal nodded at her mother as she looked at what was in the basket on her arm.

"And remember, California, you come straight home after you drop this dinner off at Mr. Greeley's. Oh, but stay and talk to him while he eats. Make sure he can reach it all--you know how hard it is to find things when you can't see them. All right then, off you go."

Cal walked off the porch and stretched. She was tall for her age and hadn't stopped growing yet-- her ankles were beginning to peek from under her jeans. She stepped out into the sunshine and looked at the sky. There were about three hours of sun left, she thought. That would be plenty of time to walk the four miles to Mr. Greeley's ranch and back. She couldn't ride because all the horses were being used for the final cattle round up. The cattle were just arriving in the county from the long trip across the plains. Every available man and horse were out helping the cowboys gather the cattle into the corral.

She walked by the large, wooden corral on the way and waved at the cowboys. She could hear them singing to calm the cattle as they led them into the corral. They would finish rounding up the cattle into the corral by tonight. Then they would put the cattle on the train tomorrow.

Halfway to Mr. Greeley's, she noticed that the wind was picking up. She dodged the tumbleweed as the wind blew them across her path. Gray clouds were beginning to appear as she turned into Mr. Greeley's gate.

"Howdy do, is that you, Cal?"

"Sure is, Mr. Greeley. I brought your supper. My mother fixed fried chicken, beans, biscuits, and apple pie."

"You folks sure are kind. It will be good to eat something other than dried beef and crackers."

Cal stepped into the cabin. Mr. Greeley still had the bandages around his head and eyes from the ranching accident. But he was walking now, with a cane. He felt his way around to the table.

"Come sit by me, girl, and tell me the news."

Cal set the food out in front of Mr. Greeley and then took a seat. She talked about the new preacher in town who brought his wife and five children by wagon. She told him about the cattle roundup and the cattle yard being almost full. She told him about the train coming tomorrow for the cattle. All the families in town were invested in the cattle, including her family. Everyone was expecting high prices for the sale of the cattle.

It was getting dark when Mr. Greeley finished the dinner. When Cal opened the door to leave she noticed that it was dark because of a storm that had gathered. She took the empty basket and started to run home. Just then, she heard what sounded like a huge rumbling wagon with a cracking whip. Light flashed. She felt like she was being poked with ice. The rain had started.

Cal was soaked by the time she came to the cattle yard. She couldn't see any of the cowboys, just the cattle and they were upset by the thunder. In the distance, in the direction of town, she could see a small light. Is something on fire? she wondered. The cattle moaned and mooed. Then she noticed something disturbing. The cattle yard gate was blowing open. The rain was coming down so hard that it had washed some of the dirt away under the main gate post. The wind had the gate slamming open against the fence. Cal knew that one more burst of lightning might scare the cattle so much that they would bolt out the opening. If they did that

they might be lost. They might stampede to the cliff nearby. Some people had their life savings invested in these cattle. The whole town was counting on the money from the sale.

Cal moved toward the corral gate. She pulled and pushed it using her full strength. She finally pulled it closed. Lightning struck and the cattle got frantic. They began to push against the fence. The gate began to open again. She didn't have any rope, there were no rocks, only she could hold the gate in place by holding the end post in one arm and the gate post in the other arm. It was good that she was strong. I'll hold it until someone comes, she thought.

She looked around but still couldn't see any cowboys. Where are they, she wondered. She watched the cattle, who looked as miserable as she felt in the pouring rain. She screwed her head around to look towards the town behind her. The patch of light had grown larger.

As night came, Cal shivered from the continuing rain. She thought of home, the wood stove and her warm bed. She wished for some of the chicken dinner she had given to Mr. Greeley. Her stomach growled. Even some dry crackers sounded good. The hours passed. Her arms grew numb and her neck stiff. She shivered and her teeth chattered. She would probably catch a cold.

As the storm subsided towards early morning, the stars appeared. Cal tried to keep herself awake by finding the constellations. Yes, there was Orion with his three-star belt. And there was the Big Dipper. She tried to find the stars that made Pegasus, the flying horse, but couldn't make it out. There must have been some cloud cover left.

Then the stars began to disappear. The sky lightened. She heard horses coming and voices. Mr. Hardy pulled his horse up to the gate. "What's this?" he said as he found the wet shivering huddled girl. "Why, Cal, what are you doing?"

"Daddy!" Cal explained what had happened. Her father explained that lightning had struck the church steeple in town and had started a fire that spread to several houses. All the men had been up through the night putting out the fires.

"You saved the cattle, Cal."

Mr. Jones tied the gate to the post while her father lifted her up on his horse and wrapped a blanket around her. California sneezed. "Let's get you home," said her father.

Take a moment to think about the message of this story. What do you think the author would like you to learn about getting along with others? Think about what would be the best lesson from this story about getting along with others.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

QUESTIONS

Here are some True-False questions about the story, "California." Circle "True" if the statement is true about the story or circle "False" if the statement is false about the story. Answer these questions without looking back at the story.

True False 1. Cal walked to Mr. Greeley's house to bring him a dinner.

True False 2. When Cal started home, the sun was setting and stars twinkled in the sky.

True False 3. Cal found the cattle yard gate locked tight.

True False 4. The fire was started by a cigarette that fell on a wood pile.

True False 5. Cal was happy to stay up all night.

True False 6. Mr. Greeley had a full stomach when Cal left.

True False 7. The cowboys were singing to the cattle to keep them calm.

True False 8. Cal looked at the stars to keep herself awake.

True False 9. The cowboys rounded up the cattle to put them on the train the next day.

True False 10. The cowboys left the cattle to put out the fire in town.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Please read the following four stories. As you read each one, decide how well its message matches the best message from "California".

Story A

The county fair pie contest was going to start in the evening. Everyone expected George to win the biggest prize this year. He had finished the pie crust when he glanced out the window and realized it was too quiet. His brother was supposed to be washing the pigs to get them ready to sell at the county fair that night. The new calf had probably gotten loose again and he was out chasing it. George looked at his half-made pies. He still had time to finish them, but if he did, then the animals would not be ready and no one would buy them. His parents depended on the money from the sale to help them through the winter. George left the kitchen and went to wash the pigs. He spent the rest of the day cleaning them with a bucket of water and a brush. He would have to wait until next year to try to win the prize for best pie.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story B

Cal left the house at sunrise with her father every morning. Now that Mr. Greeley was better, she would spend long hours watching both her father and Mr. Greeley rope cattle. She would help by getting new rope when they needed it. She dreamed that one day she would be able to rope cattle like them. But first she had to practice. As she watched them she would swing her lasso around and around just like they did. She pretended to catch cattle by snaring the rope on a nearby post. One day, Cal felt she had practiced enough. That morning she asked if she could join her father and Mr. Greeley roping cattle. Her father said "Yes." Cal hopped on her horse and rode straight for a stray calf. She swung her rope around and around. She threw the rope circle at the calf and caught it. She led the calf to the corral.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story C

Bobby had never been to a ranch before. He was excited because today he would finally get to see his uncle's ranch. Bobby wanted to learn how to ride a horse. He started learning the next day. While he was on the horse, Bobby noticed a wallet on the ground. He stopped and picked it up. There was a lot of money in it. Inside the wallet Bobby found the name of the owner, Kyle Smith. On his way back to the ranch Bobby thought about what to do. If he kept the money he could buy a real cowboy hat. But he knew the money wasn't his. When he got back, he gave the wallet to his uncle.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story D

Alicia walked by the cattle yard on her way to Mr. Riley's house. She was taking some food to the elderly man. Her mother told her to stay and visit awhile because he didn't get out much anymore and would love the company.

Alicia finally got to Mr. Riley's house. They talked about Alicia's science project at school while he ate the home-cooked meal. They talked so long that Alicia lost track of time. It was getting late, so she picked up her things and started walking home. She picked some wildflowers and stopped at the cattle yard to watch the cowboys finish their work. After she reached her house, she watched the sun set over the mountains.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Now mark which of the four stories above has a message that most closely matches the best message of "California". You may look back at the 4 stories and what you thought about their messages.

Circle the title: Story A Story B Story C Story D

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Below are several possible messages for "California". Mark how good a match each message is with what you think is the best message of "California".

1. If you don't help others you might get in trouble.



Very much
the same



About
the same



So-so



Different



Very
different

2. If you don't help people when they need it, they might not like you.



Very much
the same



About
the same



So-so



Different



Very
different

3. Sometimes you need to work extra hard or you will lose everything.



Very much
the same



About
the same



So-so



Different



Very
different

4. Even the most meritorious person must be wary of affliction.



Very much
the same



About
the same



So-so



Different



Very
different

5. Helping your family is more important than helping others.



Very much
the same



About
the same



So-so



Different



Very
different

6. Help others even if it's a lot of work and it takes a long time.



Very much
the same



About
the same



So-so



Different



Very
different

7. If you see something you can do that people need, do it even if it means you will suffer.



Very much
the same



About
the same



So-so



Different



Very
different

Below, we list the possible messages again. Please CIRCLE the numbers of the TWO messages that you think most closely match the best message from "California". Circle two.

1. If you don't help others you might get in trouble.
2. If you don't help people when they need it, they might not like you.
3. Sometimes you need to work extra hard or you will lose everything.
4. Even the most meritorious person must be wary of affliction.
5. Helping your family is more important than helping others.
6. Help others even if it's a lot of work and it takes a long time.
7. If you see something you can do that people need, do it even if it means you will suffer.

Make sure to circle only two messages from the list.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Malcolm

Malcolm stepped out the back door with Charlie, the dog. While Charlie was running around, Malcolm heard a shout: "How's it going?"

He looked over at the neighbor's yard. There was Richard, waving at him with a sack of garbage in his hand. Richard had just moved into the neighborhood with his mother. He was Malcolm's age but had joined a different fourth grade classroom at school. Richard's family kept a pile of garbage in the back yard. Everyone thought they were strange.

Malcolm waved and then called Charlie back into the house.

Later, as Malcolm sat playing cards with his family, he could still see Richard. Richard was bending over the pile of garbage in his yard, adding things and turning it. Maybe Richard was crazy.

The next day in school Malcolm dropped his pencil. He leaned over to pick it up from the floor. When he came back up, there was a note on his desk. He looked to see whether the fourth grade teacher, Mrs. Groves, had seen it. No, she was busy writing on the blackboard.

Malcolm picked up his book to block the teacher's view as he read the note. It was hard to read but it said: "Do you want to sleep over on Friday? We can sleep in the backyard tent. Ty."

Malcolm smiled at Tyrone in the desk next to his and nodded. Ty had the greatest backyard. It was next to a forest. They always had fun exploring it. Malcolm always found a new insect to add to his bug collection. Ty was fun--he always wanted to try new things. Last time he played at Ty's house, they made pirate costumes and made up a story that Ty's dad videotaped.

There was a knock on the classroom door. The principal opened the door before Mrs. Groves had time to reach it. He motioned her to step into the hall.

The room buzzed with whispers. Ty leaned towards Malcolm, "Ask your mom today and then call me."

"I'm sure it will be alright," whispered Malcolm.

Mrs. Groves stepped in the room with Mr. Wilson. They both looked unhappy. The room became silent. "Tyrone Ezekiel Washington, will you please go with Mr. Wilson to his office," Mrs. Groves looked stern. Ty stood up and walked behind Mr. Wilson out the door. Malcolm wondered what kind of trouble Ty was in.

"Class, let's put away our social studies books now. You can finish the assigned questions tomorrow. Please take out your math books," Mrs. Groves sounded like herself. Malcolm opened his desk to put away his social studies book. Inside he looked at the new bug he had caught this morning on the way to school. He had put it in a baby food jar. It was big and ugly. He couldn't wait for science when he could show everybody. Then he pulled out his math book.

In the middle of the math lesson, there was another knock on the door. Again, Mr. Wilson opened the door before it was answered. He and Mrs. Groves talked in the hallway again. This time the class was silent as everyone tried to hear what they were saying. Mrs.

Groves came back in and walked to Malcolm's desk. She whispered to Malcolm to please step into the hallway for a moment.

Malcolm stood in the hall and listened as Mr. Wilson explained the situation.

"There was a fire on the playground last night. We have two boys we suspect started the fire. Both of them have said to ask you about their whereabouts. One says that he wasn't there because he was with you at your house last night. We need to know whether or not that is true." Mr. Wilson looked into his eyes.

"T-Ty?" questioned Malcolm.

"Tyrone Washington--Ty, yes. Between 7 and 8 last evening, was Tyrone with you?"

Malcolm knew he hadn't been with Ty. Sunday evening was always family night at home. They had popcorn and apples and played card games. He looked at Mr. Wilson and thought about Ty. If he told Mr. Wilson that he had been with Ty, Ty would be out of trouble. But that would be a lie. If he didn't say that, there would be no sleepover on Friday. He would never get to stay in Ty's big tent again. He wouldn't get to play in the forest. But even more important, they would never be friends again.

He looked at Mrs. Groves who was also looking worried. What would Mrs. Groves do? Malcolm could get punished if he lied and Mr. Wilson found out--or if his mother did! If he lied, though, he could save his friendship with Ty. But lying was wrong. How could you depend on people if they lied. You would never know when you could trust them. Could he trust Ty now that Ty had lied about him?

Malcolm cleared his throat. "Mr. Wilson, I couldn't have been with Tyrone on Sunday. It's our family night at home--just for family."

"I see," said Mr. Wilson. "Tyrone has claimed that Richard Woods, the new boy, was the one to set the fire. Richard has said to ask you about where he was that night. What can you tell us?"

Malcolm could save his friend by saying he didn't see Richard. Richard was a stranger. He hardly knew Richard or cared about him. But then he thought about what he would want someone to do in the same situation. What if everyone lied to save their friends?

"Richard was at home. He was working in his yard. I saw him. I-I saw him playing with garbage," Malcolm answered.

Mr. Wilson looked a little puzzled but then he said. "Thank you, Malcolm, you may go back to class now."

Mrs. Groves put her hand on Malcolm's shoulder and nodded approvingly. They went back in the classroom and back to math.

Take a moment to think about the message of this story. What do you think the author would like you to learn about getting along with others? Think about what would be the best lesson from this story about getting along with others.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

QUESTIONS

Here are some True-False questions about the story, "Malcolm." Circle "True" if the statement is true about the story or circle "False" if the statement is false about the story. Answer these questions without looking back at the story.

True False 1. There was a fire in the lunch room.

True False 2. Malcolm thought Richard was crazy.

True False 3. Richard played on the swingset in his backyard.

True False 4. Malcolm was called into the hallway because he had a bug in his desk.

True False 5. Malcolm spent Sunday night with his family.

True False 6. Mr. Wilson thought that Malcolm started the fire.

True False 7. Tyrone had a great backyard.

True False 8. Mr. Wilson talked to Mrs. Groves about the school play.

True False 9. Tyrone expected Malcolm to lie.

True False 10. Tyrone passed a note to Malcolm.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Please read the following four stories. As you read each one, decide how well its message matches the best message from "Malcolm".

Story A

"Pass this note down to Billy," Stevie said to the girl next to him. Billy read the note which asked him to sleep over at Stevie's house. He nodded "yes" to Stevie. Billy loved playing at Stevie's because he had a great playground behind his house. The principal came into the room. "Sorry to interrupt, Mrs. Bush, but may I please see Billy and Stevie for a moment?" The two boys walked into the hall and joined the principal. "Next week you will be getting a new classmate, Adrian. I was wondering if you two could show him around the school. You are both very friendly, so I thought you would do a good job of introducing Adrian to the rest of your friends." Billy and Stevie looked at each other and smiled. "Sure, Mr. Jones, we'll do that," Stevie said. Then Stevie and Billy went back to class.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story B

One day, Mrs. Groves asked her class whether they would like to do a service project. Malcolm suggested that they grow a garden in the park across from the school. The next week after school, the whole fourth grade, including Mrs. Groves' class, began to work in the park. They worked in partners. Malcolm worked with Richard. Tyrone worked with someone else. Richard brought some of the garbage pile from his yard to add to the dirt for the garden. He said it was "compost" and it would help the plants grow. After one hour, everyone was tired. But the garden wasn't ready yet. So they kept working. It took another hour to finish. The teachers were proud and praised everyone for their hard work. Mr. Wilson thanked the fourth grade the next day for their service to the community.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story C

Eric and John walked around the school store, looking at everything. They didn't have any money but they looked at the stuff anyway. Eric saw that the clerks were all busy. He winked at John and then took a couple of football erasers and slipped them into his pocket. Then he headed for the door. John looked around to see if anyone had seen what Eric had done. No one had. John followed Eric out the door. Later, Eric gave him one of the erasers. That evening, when John was doing his homework, his parents asked where he got the new eraser. He told his parents what had happened. They called Eric's parents and decided to meet at the school store the next day. The boys returned the erasers and said they were sorry.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story D

The whole fourth grade class was worried about the test in social studies. It would be right after the morning recess. Samantha really wanted to do well. She was going to study during recess. When the teacher took attendance she noticed that her friend, Juan, looked unhappy. Samantha leaned over to Juan and asked what was wrong. The teacher told them to be quiet. Juan said he would tell her during recess. When recess came, Samantha decided to help him instead of studying.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Now mark which of the four stories above has a message that most closely matches the best message of "Malcolm". You may look back at the 4 stories and what you thought of their messages.

Circle the title: Story A Story B Story C Story D

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Below are several possible messages for "Malcolm". Mark how good a match each message is with what you think is the best message of "Malcolm".

1. Don't lie about strangers even if it means losing a friend.



Very much
the same



About
the same



So-so



Different



Very
different

2. Altercations must be avoided when the consequences are dire.



Very much
the same



About
the same



So-so



Different



Very
different

3. Tell the principal what happened or you might get into trouble.



Very much
the same



About
the same



So-so



Different



Very
different

4. Helping strangers instead of your friends can cause trouble.



Very much
the same



About
the same



So-so



Different



Very
different

5. Honesty is more important than loyalty.



Very much
the same



About
the same



So-so



Different



Very
different

6. If you tell the truth, you might lose your friends.



Very much
the same



About
the same



So-so



Different



Very
different

7. Good students don't lie to their teachers.



Very much
the same



About
the same



So-so



Different



Very
different

8. Don't trust your friends to get you out of trouble.



Very much
the same



About
the same



So-so



Different



Very
different

Below, we list the possible messages again. Please CIRCLE the numbers of the TWO messages that you think most closely match the best message from "Malcolm". Circle two.

1. Don't lie about strangers even if it means losing a friend.
2. Altercations must be avoided when the consequences are dire.
3. Tell the principal what happened or you might get into trouble.
4. Helping strangers instead of your friends can cause trouble.
5. Honesty is more important than loyalty.
6. If you tell the truth, you might lose your friends.
7. Good students don't lie to their teachers.
8. Don't trust your friends to get you out of trouble.

Make sure to circle only two messages from the list.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

NAME _____

PARTICIPANT NUMBER _____

First, please complete the following information:

Your age _____

Your birthday _____

Your grade in school _____

Pick the one that describes you: GIRL BOY

Pick the ones that describe you:

- ____ African-American
- ____ Asian
- ____ Hispanic/Latino
- ____ Indian/Native American
- ____ White/European American
- ____ Immigrant
- ____ Not from the United States
- ____ Other _____

Is English your first language
(or the main language you use at home)? YES NO

INSTRUCTIONS

Today we do the same thing we did last time. Remember that we played a tape of a story. After hearing and reading the story, we asked you to think about the most important message of the story. Then we asked you questions about the story. We will do the same thing today.

Jed

Jed waved goodbye to his mother, pulled the door shut, and sighed. He had a lot to do. But he was hungry so he went to the refrigerator and took the leftover pizza. He drank another quart of milk. He also ate some chocolate ice cream. He seemed to be hungry all the time. As he wiped his mouth on his sweatshirt, he thought that he should get started on the chores while his baby sister was still napping.

It was Saturday and his mother was off to her university class. She was taking classes to become a nurse. This was the weekend for his dad to be on duty as a cop. So Jed was in charge of the house for the next four hours. That included not only his sister, but making dinner, vacuuming the living room, cleaning his room, and brushing the dog-- who was shedding hair all over the house. He was also supposed to prepare the cans and bottles for recycling --the pickup was on Monday. After taking some frozen chicken out of the freezer to thaw, he decided to brush the dog.

The dog followed him out the front door into the warm air. He was an old sheep dog. They called him "Dog" because he would come when they said it. Jed sat down on the steps and began to brush him. Dog cooperated by sitting on top of Jed's feet. Jed kept quiet so he could hear his sister, if she woke up.

When Jed was almost finished, Lance, his friend who lived across the street, came over tossing his football.

"Hey, Jed, want to play football? We're getting a bunch of kids together to play at the park."

"Naw, I've got chores to do."

"He's always working, Lance. But I'll play!" The call came from next door where Kou lived. Kou came out of his front door, "I'll go for long one, Lance!"

Lance threw the football ahead of Kou as he dashed into the next yard. Kou dove and barely caught it. He was still learning the game after having arrived from Vietnam only a year ago. His throw was wobbly. "I have to work on it," he said as he sat down on the sidewalk.

"What do you have to do, Jed?" Lance asked.

"Oh, just some cleaning, dinner..." he mumbled.

"Wouldn't you rather go play? We could come back in an hour and you could do all that stuff then," Lance suggested.

"Yeah, but..." Jed couldn't think of anything to say. He really wanted to play football. It was always fun hanging out with friends and playing. Maybe he could just buy pizza for the family dinner. And he could clean his room Sunday night, instead of watching TV with the family. He started to brush the rest of the dog as fast as he could.

"I'll get my bike," Lance yelled as he ran across the street.

"Get your things. I will finish," Kou urged as he took the brush out of his hand.

Jed stepped inside and started up the stairs. Then he remembered his sister. He would wake her up and take her along in the stroller. He went upstairs and into her room. She was sound asleep in her crib. He looked at his watch. She had been asleep for only an hour. She usually slept two hours. If he woke her up now, she'd probably be crabby the rest of the day. So what, he thought, his mother would have to deal with it.

He looked in the closet for the diaper bag and filled it with diapers, wetwipes and a change of clothes. He got a jacket from his room and then went back to the crib. He leaned over her, and then he stopped. He was supposed to be taking care of her. She wasn't supposed to be doing things for him--like losing her nap so he could have fun. He stepped back. His mom was counting on him to take care of things. He put his jacket back and walked downstairs and outside. He sat down on the steps and took the brush from Kou. He started brushing the dog again.

"Aren't you going?" asked Kou.

"No, I can't. It's not fair to my sister if I wake her up."

Kou looked at him and nodded, "I understand."

When Lance came out of his garage, Kou called out. "I'll get my jacket, one minute!" Kou ran to his house.

"Let's go, Dog, time to do the recycling bins." Jed held the door while Dog lumbered in.

Take a moment to think about the message of this story. What do you think the author would like you to learn about getting along with others? Think about what would be the best lesson from this story about getting along with others.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

QUESTIONS

Here are some True-False questions about the story, "Jed". Circle "True" if the statement is true about the story or circle "False" if the statement is false about the story. Answer these questions without looking back at the story.

True False 1. Kou was a good football player.

True False 2. Jed spent the day with his friends.

True False 3. At first, Jed was going to take his sister in the stroller to the park.

True False 4. Kou went to the park with Lance.

True False 5. Jed brushed the dog on the front steps.

True False 6. Jed's parents were home that day.

True False 7. Jed had to prepare dinner.

True False 8. Jed played football with his friends that day.

True False 9. Dog didn't like getting brushed.

True False 10. Lance lived across the street.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Please read the following four stories. As you read each one, decide how well its message matches the best message from "Jed."

Story A

When Jed arrived at school for the first day of the year, his homeroom teacher asked him to help a new student get comfortable in the school. It turned out to be Kou's cousin who had just arrived in the country. He was in the same grade as Jed but Kou was in a different grade. That day in school Jed went from class to class and introduced Kou's cousin to his friends. They saw Lance in English class. The bell rang and the three of them went off to lunch together. They were all very hungry. Jed and Lance pulled out their lunch money. Jed noticed that Kou's cousin did not have any money so he bought a lunch for him.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story B

"Be sure not to wake up Angela while I'm gone. She needs to sleep for at least two hours. Bye, sweetheart!" Vinnie's mom called as she left for her weekly class. Now Vinnie had the house to himself. He smiled and thought about starting his favorite activity—cooking. He decided to make spaghetti sauce. As he was working in the kitchen, the doorbell rang. Vinnie opened the door. It was his friend, Manolo. "Want to go to the mall?" Manolo asked. "Heather is driving." Vinnie liked to go hang out at the mall and he never turned down a chance. But today he wanted to make a good spaghetti dinner. "No, thanks, I'm into cooking now. Later, okay?" Manolo left and Vinnie went back to the spaghetti sauce.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story C

It was a typical Saturday in Jonny's house. His mom was working in the basement and his dad was shoveling snow. Jonny did his homework and then felt like playing basketball. He set up a basket on the refrigerator and started playing with the Nerf ball. On one of his shots he bumped the kitchen table, knocked over the sugar bowl and broke it. His mother came in the kitchen and asked what had happened. Jonny told her that he had knocked over the sugar bowl. "Oh, were you cleaning the kitchen?" his mother asked. "No, I was playing basketball." His mother replied, "You know you are not supposed to play in here, but I am glad you told me the truth. I'll get you the broom."



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story D

Megan looked out the window of the store where she worked. Her boss had left for an hour so she was in charge. She looked at the ice cream store nearby and got hungry for a strawberry cone. Maybe she could run quickly and get one. If she waited until after work, the shop would be closed. Megan checked her watch. Her boss would not be back for a while. She could run and get one and he would never know it. She grabbed the key to lock the door. As she headed for the door, she passed the stacks of soup and noodles she was supposed to be putting on the shelves. If she left her work undone, her boss might not ever trust her again. So she put the key back and began to unpack the tomato soup.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Now mark which of the four stories above has a message that most closely matches the best message of "Jed". You may look back at the 4 stories and what you thought of their messages.

Circle one: Story A Story B Story C Story D

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Below are several possible messages for "Jed". Mark how good a match each message is with what you think is the best message from "Jed".

1. Do the things that you have been told to do or you might get into trouble.



Very much
the same



About
the same



So-so



Different



Very
different

2. Nice kids do their chores.



Very much
the same



About
the same



So-so



Different



Very
different

3. Don't let temptations keep you from fulfilling your responsibilities.



Very much
the same



About
the same



So-so



Different



Very
different

4. Think of your family before friends.



Very much
the same



About
the same



So-so



Different



Very
different

5. Intermittently relationships interfere with maintaining a sanitary domicile.



Very much
the same



About
the same



So-so



Different



Very
different

6. Plan your day so that you can do what you want to do.



Very much
the same



About
the same



So-so



Different



Very
different

7. Sometimes you have to wait to do things you like because your work is more important.



Very much
the same



About
the same



So-so



Different



Very
different

Below, we list the possible messages again. Please CIRCLE the number of the TWO messages that you think most closely match the best message from "Jed". Circle two.

1. Do the things that you have been told to do or you might get into trouble.
2. Nice kids do their chores.
3. Don't let temptations keep you from fulfilling your responsibilities.
4. Think of your family before friends.
5. Intermittently relationships interfere with maintaining a sanitary domicile.
6. Plan your day so that you can do what you want to do.
7. Sometimes you have to wait to do things you like because your work is more important.

Make sure to circle only two messages from the list.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Kim

Kim pushed against the heavy boxes as they leaned towards her on the sharp curve. Her dad noticed that the boxes were sliding so he slowed down on the freeway ramp. Her dad had lost his job. They were moving to another city where jobs grew on trees. So people said. They were headed for Minneapolis.

The car was packed with everything they owned. The dinner table and chairs were on top of the car and on top of two mattresses. They gave away the old sofa and stuffed chair before they left Detroit. But they still had the room-sized rug. It drooped off the roof over the back window. Every couple of hours they stopped to tighten the ropes and push the rug and mattresses back from crawling off the car.

Kim had her own box. It had her clothes, her favorite (and only) doll, the dancing ballerina jewelry box she got for her birthday, and the fancy gold vanity set she inherited from her rich godmother when she died. The comb had lost some of its teeth, but the brush and mirror still looked new.

She felt a punch on her arm.

"Stop it, Martin!"

Her little brother squirmed next to her, having gotten bored with rereading the one comic book he owned. He looked like his father, a Puertorican mix of many races--curly hair, blue eyes, olive skin. Kim looked like her mother, a Filipino-Chinese. She had almond eyes, straight dark hair and olive skin. Their parents had given them "good American names" so that they would not be teased in school.

"That looks like a good place," Mrs. Perez said softly as they found a small gas station with a grassy lot behind.

Mr. Perez pulled into the gas station. "Everybody out for a stretch!" He didn't have to convince anyone. They all jumped right out.

As her dad filled the gas tank, Kim leaned against the car. Martin was off running and bouncing an old tennis ball in the grassy lot. She watched him for a moment thinking about whether or not to join him. She decided not to. She was tired of his company after sitting next to him in the car all day long.

"You should get some exercise, girl! Here take this \$20 and go pay for the gas. You should get back \$1.15."

Her dad was very careful with money. They didn't have much of it. They barely had enough for gas to Minneapolis. The only thing they were eating was baloney sandwiches made from day-old bread and thin slices of baloney. Not even any ketchup! They would buy a carton of milk and a carton of juice and pass them around while they ate the sandwiches. Martin always spilled. Mom said it was because he had a small mouth.

Once inside the gas station store, she eyed the potato chips at the counter but then looked away as her mouth watered. She handed the clerk the \$20 bill. As the clerk opened the cash drawer there was a loud crash in the corner of the store. They heard a loud cry.

The clerk became alarmed. "It's my 3-year-old son." She had the 15 cents in her hand. She quickly reached for a bill, pushed it into Kim's hand and went running to help her son. Kim watched. The boy was alright. He had pulled down a stack of cereal boxes but didn't look hurt.

Kim went outside. Her father was playing catch with Martin and her mother was still in line for the bathroom. She looked at the change in her hand. Then she looked again. Instead of \$1.15 she had \$5.15. The clerk had given her a five-dollar bill instead of a one-dollar bill.

She thought of the candy that she could buy with the extra money. She could go in the store and pretend she had forgotten to buy fruit rollups, potato chips and pop. The whole family could have a treat, something they rarely had money for. Or she could go ask for change, give her dad the \$1.15 and then save the \$4 for herself. She wanted to buy a Teacher Barbie doll because she wanted to be a teacher when she grew up.

She couldn't decide, candy and treats now or save for the doll. Then she heard her mother's voice in her head, "You are a Kwong. Kwongs know that the path to success is self-control. Don't do what your feelings tell you to do without thinking about it first. Stop and think. Plan for the future. What you do today affects all your tomorrows." Kim decided not to buy the treats.

She thought about the money. Then she heard her father's voice inside her head from a time when his boss had given him too much money in his paycheck: "If you want to be a good person, you should always try to be honest. And you must always be honest because you are a Perez. We, Perez, are all honest, good people. Everybody knows that."

Was she being dishonest by keeping money put in her hand by someone she didn't even know? She would never see this clerk again. The clerk didn't know the Kwongs or the Perez family and they didn't know her. Did it really matter to be honest with people that you didn't know and didn't know you? She entered the store and went to the counter and held out the money to the clerk.

Later, when everyone was back in the car, Kim handed the money to her father. "Here's the change, Papá. She gave me too much but I gave it back."

"Good for you, sweetheart, good for you." Mr. Perez started up the car and they drove out of the lot.

Martin said, "Let's play alphabet--there's an `A'!"

"Okay, amorcito--I see a `B'!" Kim responded. She smiled and felt grownup.

Take a moment to think about the message of this story. What do you think the author would like you to learn about getting along with others? Think about what would be the best lesson from this story about getting along with others.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

QUESTIONS

Here are some True-False questions about the story. Circle "True" if the statement is true about the story or circle "False" if the statement is false about the story. Answer these questions without looking back at the story.

True False 1. Kim didn't want to pay for the gas.

True False 2. Kim wanted to buy snacks.

True False 3. Kim's father stopped the car at a grocery store.

True False 4. The family planned to go out for lunch.

True False 5. Kim's parents were from Minnesota.

True False 6. Kim's father wanted the children to stay in the car.

True False 7. Kim played the alphabet game with her father.

True False 8. Kim's father was upset that she didn't keep the extra money.

True False 9. Some boxes fell in the store.

True False 10. The clerk was worried about her son.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Please read the following four stories. As you read each one, decide how well its message matches the best message from "Kim".

Story A

For summer vacation Dawn was going to visit her aunt Sandy who was sick. It would take 3 days to get there. Dawn prepared for her trip very carefully, making sure she had enough money for gas. She planned ahead for each stop she would need to make. On the second day of driving Dawn noticed a gas station ahead. It wasn't where she expected it. She had planned to stop at the gas station 20 miles from there. Dawn looked at her gas gauge. She knew she had enough gas to make it the 20 miles but not much farther. She decided that she should get gas at this station just to be safe. She pulled over and filled the gas tank. While she was paying for the gas, the cashier told her that the gas station 20 miles away was closed. Dawn was glad she had stopped there.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story B

Rhonda helped her mother unload the bags of groceries from their car. They had spent the day picking up groceries for the poor. Now, at dinner time, they were delivering them to poor families. This family was the last one. After they took the groceries inside, her mother sent Rhonda back to the car while she finished inside. Rhonda reached to shut the trunk. Then she noticed a tiny bag in the corner that they had missed. She looked inside. It contained several chocolate bars. Her stomach growled. The candy would fit into the pockets of her big winter coat. The family wasn't expecting the candy, so they would never know if she kept it. But it had been given for the family and therefore belonged to them. She ran quickly inside to deliver the bag.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story C

When Kim's family arrived in Minneapolis, they went to stay with Kim's uncle. Martin and Kim were happy to finally get out of the car. Kim took her box of things inside. Martin took his ball and comic book to show his cousins. The uncle and his family thought that Kim's family might be hungry. So they made them a big dinner. Kim and her family ate until they were full and forgot all about baloney sandwiches. After dinner, Kim and Martin played games with their cousins.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Story D

The Nicholson family was driving to Detroit. Theresa was not looking forward to moving. She didn't want to have to meet new friends, but she thought meeting new people would be better than hanging out with Chet, her brother. Chet was starting to bother her big time--especially after being in the car with him for so long.

Mr. Nicholson finally pulled off the highway so that they could eat dinner in a small town. They had an enjoyable meal at the town cafe. After receiving the bill for their food, Mr. Nicholson gave Theresa some money. "Sweetheart, will you please go pay the bill for our food? You should receive \$4.50 back. Be sure to count your change." Theresa loved having adult responsibilities. She happily took the money from her father and went to pay the bill.



**Very much
the same**



**About
the same**



So-so



Different



**Very
different**

Now mark which of the four stories above has a message that most closely matches the best message of "Kim". You may look back at the 4 stories and what you thought of their messages.

Circle the title: Story A Story B Story C Story D

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Below are several possible messages for "Kim". Mark how good a match each message is with what you think is the best message of "Kim".

1. Good children don't embarrass their parents.



Very much
the same



About
the same



So-so



Different



Very
different

2. If you give up what isn't yours now, your parents will reward you later.



Very much
the same



About
the same



So-so



Different



Very
different

3. If you think of others first instead of your family, your family may suffer.



Very much
the same



About
the same



So-so



Different



Very
different

4. Monetary interchanges need to be monitored scrupulously.



Very much
the same



About
the same



So-so



Different



Very
different

5. Treat all people with honesty no matter what tempts you.



Very much
the same



About
the same



So-so



Different



Very
different

6. You might get caught if you keep money that isn't yours.



Very much
the same



About
the same



So-so



Different



Very
different

7. You shouldn't keep what isn't yours even from strangers.



Very much
the same



About
the same



So-so



Different



Very
different

Below, we list the possible messages again. Please CIRCLE the number of the two messages that you think most closely match the best message from "Kim". Circle two.

1. Good children don't embarrass their parents.
2. If you give up what isn't yours now, your parents will reward you later.
3. If you think of others first instead of your family, your family may suffer.
4. Monetary interchanges need to be monitored scrupulously.
5. Treat all people with honesty no matter what tempts you.
6. You might get caught if you keep money that isn't yours.
7. You shouldn't keep what isn't yours even from strangers.

Make sure to circle only two messages from the list.

PLEASE WAIT FOR THE INSTRUCTIONS TO MOVE AHEAD

Now that you have finished with all our stories, we have a few questions we would like you to answer about what you have just done. Your answers will help us better understand what you thought about what we asked you to do. Please circle your answers.

1. Have you read or heard stories like these before? Yes No

If yes, where? HOME SCHOOL CHURCH TEMPLE TV MOVIES BOOKS

Other: _____

2. Circle the stories that you liked:

CALIFORNIA (about the girl who held the cattle yard gate shut)

MALCOLM (about the boy whose friend got in trouble and expected him to lie)

JED (about the boy who had chores to do)

KIM (about the girl who got too much change from the cashier)

3. Do you have any comments about the stories or what we asked you to do?

OTHER TOOLS FOR Researchers, Educators and Parents

Most of these you can download from:

<http://www.nd.edu/~dnarvaez/> Or from <http://cee.nd.edu>

TOOLS FOR TEACHERS: ETHICAL SKILL INSTRUCTION

Free from cee.nd.edu/curriculum

Narvaez, D. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Action*. St. Paul: Minnesota Department of Children, Families and Learning.

Narvaez, D. & Bock, T., with Endicott, L., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Judgment*. St. Paul: Minnesota Department of Children, Families and Learning.

Narvaez, D., & Endicott, L., with Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Sensitivity*. St. Paul: Minnesota Department of Children, Families & Learning.

Narvaez, D. & Lies, J. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Motivation*. St. Paul: Minnesota Department of Children, Families and Learning.

Updated versions for purchase (each \$10 or all four for \$30):

Nurturing character in the classroom, EthEx Series, Book 4: Ethical Action. (Narvaez) Notre Dame, IN: ACE Press.

Nurturing character in the classroom, EthEx Series, Book 2: Ethical Judgment. (Narvaez & Bock) Notre Dame, IN: ACE Press.

Nurturing character in the classroom, EthEx Series, Book 1: Ethical Sensitivity. (Narvaez & Endicott) Notre Dame, IN: ACE Press.

Nurturing character in the classroom, EthEx Series, Book 3: Ethical Motivation. (Narvaez & Lies) Notre Dame, IN: ACE Press.

Integrative Ethical Education: Guide (Narvaez)

TOOLS FOR RESEARCH AND ASSESSMENT

Citizenship Scale *For Elementary and Secondary School Students: Guide*. Laboratory for Ethical Development and Education, University of Notre Dame

Ethical Goodness Scale *For Elementary and Secondary School Students: Guide*. (Narvaez, Bock & Vaydich) Laboratory for Ethical Development and Education, University of Notre Dame

Community Bonding Scale: Guide. (Narvaez) University of Notre Dame: Center for Ethical Education.

Attitudes Towards Human Rights Inventory: Guide. (Narvaez, Thoma, Getz) University of Notre Dame: Center for Ethical Education.

Positivity Scale: Guide. (Narvaez) University of Notre Dame: Center for Ethical Education.

Moral Theme Inventory (MTI): Guide. (Narvaez & Bock) South Bend, IN: Notre Dame University.

Assessing Ethical Skills: Guide (Narvaez)

Checklist for an Ethical Classroom: Guide (Narvaez)

Checklist for an Achieving and Ethical Classroom: Guide (Narvaez)

Tuning into Ethical Behavior: Guide (Narvaez)

Multicultural Experiences Questionnaire (MEQ) (Narvaez, Endicott, & Hill)

Rating Ethical Content System (RECS) for children's media (Narvaez)

TOOLS FOR PARENTS

Tuning into Ethical Behavior: Guide (Narvaez)

Nurturing a Peaceable Child (Warren, Vaydich & Narvaez)