

## Unit 3 ♦ Touch!

teacher's page

**Objective:** As they consider the importance of the sense of touch, students will examine in writing a memory focusing on touch.

**Materials:** A carry-bag filled with interesting-to-the-touch objects: a leaf, a smooth pebble, tree bark, swatches of fabric (velvet, satin, and silk), sandpaper, a cotton ball, a washcloth

### Steps:

1. Pair the students. Give each pair an object from your carry-bag. Allow them time to gather adjectives that describe how their object *feels*. Then, go around the class, collecting descriptors and writing them on the board.
2. Remind the students how important it is for them, as writers, to exercise their senses. In this class, they have been thinking about *touch*. Now see if anyone can recall a memory concerning touch. Ask two or three to share.
3. Read the handout. Assign the students to again work with their partners to tell their “touch” stories before writing.

## Touch!

student handout

Use your eyes as if tomorrow you would become blind. Hear the music of voices, the song of a bird, as if you would become deaf tomorrow. Touch each object as if tomorrow you would never be able to feel anything again. Smell the perfume of the flowers and taste with true enjoyment each bite of food as if tomorrow you would never be able to smell and taste again.

*Helen Keller, author, blind and deaf from two years of age*

As children, we heard the words, “Don’t touch!” when we got too close to a hot stove, or visited a gift shop with a grown-up. Now as adults however, think of the pleasure we get when we touch a child’s face, hug a friend, or feel a piece of clothing!

As writers, we cannot remind ourselves too often to *use the five senses*. In this lesson, our focus has been *touch*. Your assignment is to relate a time when *touch* was significant in your life.

