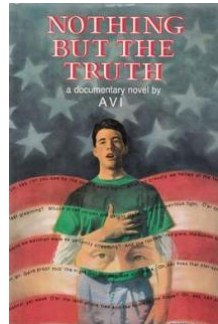


Nothing But the Truth



ISBN-10 0-380-71907-X

ISBN-13 9780380719075

Author Avi

Publisher HarperTrophy

Copyright 1991

Lexile 420L

Genre Young Adult Fiction

Synopsis Philip Malloy was suspended from school for singing along to "The Star-Spangled Banner" in the classroom. Is his teacher over reacting to his humming? The truth of the story is unclear. Was Ms. Narwin simply trying to be a good teacher? Or could it all be just a misunderstanding gone bad -- very bad? What is the truth here? Can it ever be known?

Themes Subjectivity of truth

Protagonist Male, Student

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

Nothing But the Truth, Introduction



***Nothing But the Truth* by Avi**

Focus and goals for this unit: The goal for this unit is for you to be able to write a persuasive speech.

Unit Roadmap

- Unit's big idea or theme = **Justice requires Restraint.**
- **Definition:** There are things I cannot say or do to any other person, the planet or myself because justice demands it. The actions I take and the decisions I make must respect the rights of all.
- **Word wall ideas**—use flags, stars, or stripes to write the words on and post.

Ongoing Project— Slant Poster/ T Chart

As the facts of the suspension start to develop create a T Chart or poster to track the different slants that the characters will use.

On one side list the character and the slant that is given (cite the page) on the other side list what actually occurred.

- **Major written product**—Argument Essay
Using the Slant Poster/T Chart you worked on throughout the novel
Choose a perspective you feel is the best representation of the events in the novel—the side the represents the truth the best.
Miss Narwin
School Administration
Phillip

Write a 5-paragraph argument to support your claim. Introduce your claim, acknowledge alternate or opposing claims. Organize your reasons and evidence logically. Support credible sources. Use words, phrases, and clauses to create cohesion and clarify relationships. Establish and maintain formal style. Provide a concluding paragraph and statement that follows form and supports the argument presented in your claim with logical reasoning and relevant evidence.

Pre—read activity

Read the Afterword

Predict

Look at the front and back cover of the novel. Make predictions about what the book will be about.

Cube

Go to: <http://avi-writer.com/>

Use information from the site to fill out the author cube.

You can use the cube to write a biographical sketch on the author.

Cubes can be strung together to form a mobile.

4c12 Cubing Who, What, When, Where, Why

		Name			
		Who			
	What	When	Where		
		Why			

Character Based Literacy Program

Independent Study Lesson Plan

Nothing But the Truth, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is perspective?

What is the role of the Board of Education?

How do you resolve conflict?

What does it mean to be patriotic?

Word Wall Here are vocabulary words to add to the Word Wall.

stead p. 1	designated p. 1	consult p. 1	reluctantly p. 4	carpe diem p. 6
symbolic p. 12	vital p. 14	entice p. 15	beneficiaries p. 15	reduced p. 15
severely p. 20	allocated p. 20	foreseen p. 20	admire p. 20	tiresome p. 25
transferred p. 22	particular p. 34	humming p. 35	faculty p. 36	discussion p. 39
suppose p. 41	obviously p. 43	delicious p. 45	civilized p. 45	patriot p. 48

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

p. 1-48

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Slant Poster/ T Chart

As the facts of the suspension start to develop, create a T Chart or poster to track the different slants that the characters will use.

On one side list the character and the slant that is given (cite the page) on the other side list what actually occurred.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Morning Exercises

Create a memo of your morning activities.

Use a sense of humor and follow the format of author.

<http://www.history.com/> to search “This Day in History” topics

Open Mind Portrait

Create an OMP for either Mrs. Narwin or Phillip (you will continue this OMP throughout the reading.) What are they thinking or feeling as the novel begins. Add 3-5 thoughts to your OMP.

Open Mind Portrait of Miss Narwin; OMP of Phillip

Add to your OMP of Miss Narwin or of Phillip. What are they thinking and feeling? Add 3-5 new thoughts to your OMP.

Character Interaction Chart.

Start tracking the interaction between:

Miss Narwin and the school administration,

Miss Narwin and Phillip,

Phillip and his parents

School Rule Poster

Create a poster that visually represents the basic school rules you feel are important to a healthy school community.

Poster

Visit the following two links. Create a poster that depicts proper etiquette during the national anthem as well as proper flag etiquette.

<http://abcnews.go.com/blogs/politics/2012/02/national-anthem-etiquette-what-to-do-at-a-sporting-event-or-political-rally/>

<http://www.usflag.org/flaquetiquette.html>

Discussion

Key Questions p. 1-11

1. Why do you think they started the book with the Memo?
2. What do you know about Phillip Malloy? What drives him as a student? List three facts.
3. What do we know about Mrs. Narwin? List three facts.
4. Mrs. Narwin writes about Phillip in her letter to her sister. Do you think her comments are based on fact or her opinion of him?
5. How do you like the journal entry format so far? Why do you think the author chose this format? Would the book be effective if it was written in narrative form?
6. What do we know about Mr. Lunser? How does he start the day? How do students perceive the seriousness of the announcements from his perspective?

Key Questions p. 12-19

1. Do you think Miss Narwin is out of touch as a teacher? Do you think she has a lot of latitude in what she teaches?
2. Was Phillip's response on her test appropriate? Do you think Miss Narwin was being fair by giving him a C-? Explain.
3. Why does Miss Narwin want the grant funds? What does this say about her as an educator? What is she trying to accomplish with these funds?
4. What is the threat from the Superintendent? Do you think schools should have more money or be more effective? Can they do both?
5. How do you think Phil responded to the news that his homeroom teacher was changed?
6. What are Phil and Miss Narwin's impressions of one another?
7. How would you try to get a kid like Phillip interested in books?

Key Questions p. 20-32

1. What does the district's motto mean? *Where our children are educated, not just taught.*
2. What were the results of Miss Narwin asking for money? Do you think the principal was correct to tell Miss Narwin who got the money and why? What could the result of that knowledge be?
3. What is the district's predicament with money and what are the implications?
4. What does Coach tell Phillip about his grades? Do you think the coach did a good job of explaining to Phillip the reason for the rule or ways to try and fix the situation?

5. Do Phillip's parents take time to hear what he is saying? Why is the difference between listening and hearing? What does Phillip need from them?
6. Does Miss Narwin have a right to be upset she did not get the funds for her class? What are some reasons she might have been overlooked?

Key Questions p. 33-39

1. What is Phillip's feeling about being in Miss Narwin's homeroom? What do you think he should do at this point to deal with the conflict? What do you think he is trying to accomplish by talking to others about her?
2. What impact does it have on the reader to read lots of different characters' perspectives? Are you starting to see slight variances in their perspectives? Give 1 or 2 examples.
3. Do you think Miss Narwin could have addressed Phillip differently when he started humming? What could she have done? Give 1-2 examples.
4. How has the issue with Phillip's grades gotten twisted with the issue of the not being able to sing in class? What is he frustrated about? How is he dealing with that frustration?

Key Questions p. 40-48

1. What kind of attitude does Phil have toward Miss Narwin?
2. What do Phil's friends say to him when they find out he didn't try out for the track team? Why isn't Phillip telling them the truth? Do you think he has made the correlation between his failing grade and not being able to try out?
3. Who does Phillip blame for his grade? Where should the responsibility be placed?
4. Mr. Lunser and Miss Narwin have a conversation about the national anthem. What is your perspective of their conversation? How do you think he feels about it and Miss Narwin?
5. Phillip and his parents have a family discussion about the event. What is your reaction to their conversation? Do you think Phillip is being entirely honest with them? What is he really mad about?
6. Phillip's dad speaks with him about not being able to sing. He refers to it as being personal, like praying. Do you think singing the anthem is personal? Or should everyone know the words and sign with it? Explain.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph

Page 1—point 3

3. Say, "Please all rise and stand at respectful, silent attention for the playing of our national anthem."

Writing Prompt

The memo from the school district is that students should, "*rise and stand at respectful, silent attention for the playing of our national anthem.*" What do you think that

statement means. What do you consider respectful, silent attention when the anthem plays? Do you think the national anthem was meant to be sung or listened to?

Write a one paragraph argument in which you state what your version of, “rise and stand at respectful, silent attention for the playing of our national anthem.”

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Key Paragraph

Page 18:

I have been teaching a long time...I feel I am in need of new ideas, strategies, and concepts to keep my teaching vital. The truth is—and I believe I can speak honestly to you about this—I feel that sometimes I am a little out of touch with contemporary teaching, and just as important, the students who come before me these days...I want to find new works and new ways to entice the young people of today.

Writing Prompt

Miss Narwin has to convince her principal and superintendent that she should be able to attend the conference. Pretend you are Miss Narwin and you want to attend a conference to learn more strategies.

Write a one-paragraph argument in which you try to convince your principal she should find the funds to support you. Introduce your claim (what do you want?). Organize the reasons for your request logically (2-3). Support your claims with relevant evidence and organize your reasons logically. Use accurate sources. Use words and phrases to create cohesions and clarify the relationships. Establish formal style. Provide a conclusion that follows from and supports your argument.

Key Paragraph

Page 21:

Throughout the U.S., we find that the aging population (living on restricted and/or shrinking incomes in an inflation-prone world), along with reduced government support of education, conflicts with the needs of young people who live in a society that demands educational excellence even while promoting passive acceptance of mass-media culture.

Writing Prompt

If you didn't have children in school, would you vote for a request that asked you for more money for the school system? Whose responsibility is it to educate students? The government? The taxpayers?

Write an argument in which you make a claim about whose responsibility it is to educate students. Introduce claim(s), acknowledge alternate or opposing

claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Key Paragraph

Page 37:

Mr. Benison: "Oh well, the term won't last forever."

Miss Narwin: Sometimes I wonder. Maybe I will get some coffee.

Mr. Benison: Hey, the meaning of life.

Writing Prompt

Have you ever heard the phrase, "you need to lose a few battles to win the war"? In this exchange between Mr. Benison and Miss Narwin Mr. Benison does not seem as upset about Phillip singing/humming. His take, the term won't last forever. They have approximately 40 days of school left. Do you think that Miss Narwin should stick by her principles or try to find a compromise with Phillip?

Write a one-paragraph argument in which you support or oppose Miss Narwin's stance on this issue. Support your claim with logical reasoning and relevant evidence. Use accurate and credible sources. Use words and phrases to create cohesion and clarify the relationships. Establish and maintain formal style. Provide a concluding statement that follows from and supports the argument presented.

Key Paragraph

Page 48

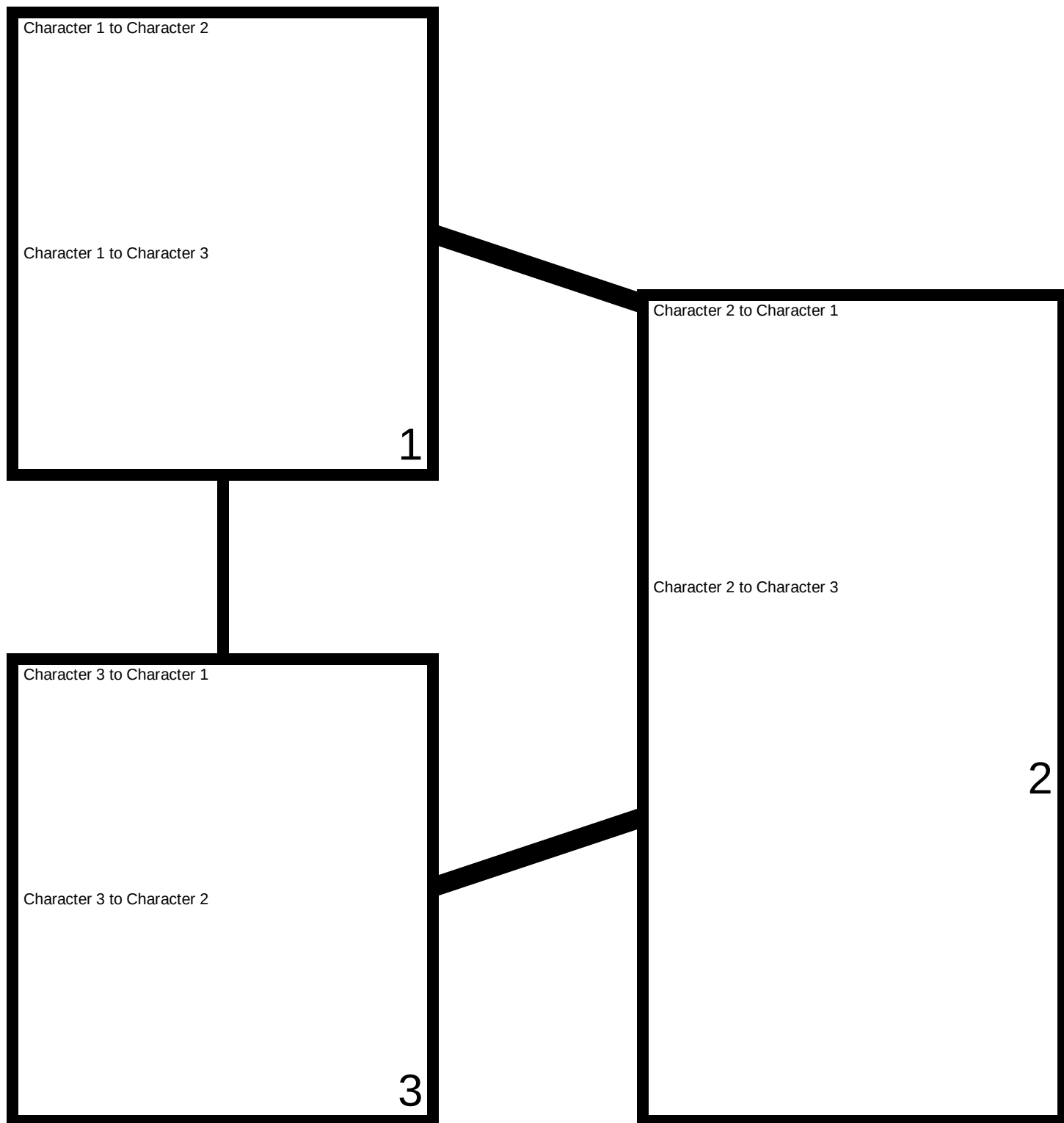
"Not being allowed to sing the "Star Spangled Banner"...well, that's like, sort of, not being allowed, to you know, pray. A personal thing. And the personal thing, in America. ..the point is, it doesn't seem right.

Writing Prompt

Mr. Malloy feels that Miss Narwin is wrong about not letting Phillip sing. He feels it is personal and she should not be stopping him. He encourages for Phillip to stand up for himself. Do you agree with him?

Write a one-paragraph argument in which you agree or oppose his statement. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

5g6 Character Interaction Chart



Character Based Literacy Program

Independent Study Lesson Plan

Nothing But the Truth, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is the history of the Star Spangled Banner?

What are the components to a proper apology?

What is the First Amendment?

What does it mean to put a “slant” on something?

What are facts?

Can humans re-tell facts without interjecting perspective?

Word Wall Here are vocabulary words to add to the Word Wall.

gleaming p. 49	perilous p. 49	gallantly p. 49	insolence p. 50	disobedient p. 52
disrespectful p. 59	suspension p. 61	provocative p. 63	apology p. 65	incident p. 65
disturbance p. 72	obscure p. 74	advisable p. 74	intrigues p. 77	relevant p. 79
confidence p. 83	condone p. 83	particular p. 85	values p. 86	confidential p. 89
dismissed p. 94	disturbance p. 94	pride p. 99	insisting p. 101	budget p. 101

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

p. 49-104

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Slant Poster/ T Chart

As the facts of the suspension start to develop create a T Chart or poster to track the different slants that the characters will use.

On one side list the character and the slant that is given (cite the page) on the other side list what actually occurred.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Continue to add to your OMP. What are the characters thinking and feeling? Add 3-5 new thoughts to your OMP.

Cartoon

Create a 6-panel cartoon in which you depict today's reading.

Sketch the characters and give them thought bubbles to summarize the events.

Poster

Phillip was suspended. Create a poster that gives alternative punishments for his rule violation. Be creative and school appropriate. What would be a better way to punish him?

Slant Poster/ T Chart

As the facts of the suspension start to develop create a T Chart or poster to track the different slants that the characters will use.

On one side list the character and the slant that is given (cite the page) on the other side list what actually occurred.

Open Mind Portrait

Add to your OMP. What are the characters thinking and feeling? Add 3-5 new thoughts to your OMP.

STOP Sign

The events are starting to spin out of control.

Create a stop sign that you can use to signal/list three ways the characters could stop this situation from getting worse.

Discussion

Key Questions p. 49-58

1. Why is Phillip kicked out from class? Do you think his punishment is fitting to the crime?
2. The principal wants to hear his side of the story. What are three facts about his side of the story?
3. The principal tells him there is a school rule. The rule is in the form of a memo. Do you think the memo constitutes a rule? Explain. Why would a school put such a rule in place?
4. Phillip has a new appreciation for his parents. Do you think they fully understand the situation at this point? What should they do to get clarity before they pledge full support of their son?

Key Questions p. 59-71

1. What are the various storylines the author is developing?
2. Why won't Phillip apologize? What does he want? Do you think he really cares about the National Anthem?
3. What does Miss Narwin want? What is her impression about Phillip? What are her assumptions about him?
4. Do you think that Dr. Palleni should move his class? What is a better alternative to suspension in this situation?
5. What is Phillip being suspended for? Be specific.
6. What is the 'truth' of Miss Narwin's teaching?

Key Questions p. 71-82

1. Do you find the story very realistic? Why or why not?
2. Do you find the characters believable?
3. What do you think is going to happen?
4. Do you think the principal should transfer Phillip out of both classes?
5. What is Miss Narwin's reaction to the suspension? What is her plan when he returns to school? Do you think she will be too late to make a difference? Explain.
6. In what way is Phillip trying to create conflict?
7. What are the reactions of Phillip's friends? Are their reactions based on fact or opinion? Explain.
8. Do Phillip's parents really listen to him? Do they leap to conclusions or try to get out all of the information? Explain. Give suggestions on questions they could ask or things they could do to help, not hinder the situation?

Key Questions p. 83-91

1. What did Phillip share with the reporter?

2. How do Ted and Mr. Malloy describe their relationship and the tone of the neighborhood? Is that reality or their perceived reality for this story?
3. *Mr. Malloy states, "She's always on the boys back. Bad teacher. Kids don't like her."* Pg. 84 Is Mr. Malloy speaking with factual authority on Miss Narwin? What does he risk by sharing this information with a reporter, which is not entirely true?
4. What is Jennifer doing? What is the role of the journalist? Do you think that present day journalist fact check? Explain? Why do journalist need to report responsibly? Explain.
5. Why did Phillip get suspended? What is Jennifer asking? Is it the same issue? Explain.

Key Questions p. 92-104

1. How does Allison's impression of Miss Narwin differ from Phillip's?
2. How does Phil's dad escalate the situation? How does Ted escalate the situation?
3. What are 2 things Phillip's parents should do before reacting?
4. Is the reporter doing her due diligence? Explain.
5. Before talking to the reporter what should the school staff do? Do they have an obligation to answer questions before they have all of the facts?
6. How are the perspectives different? Explain.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph

Page 52

"How can you ask someone not to sing "The Star Spangled Banner"?"

It's the rule.

Is a memo a rule?

Phillip....

Writing Prompt

In today's reading the Assistant Principal is telling Phillip not to break the rule and to stop singing. There is a trend in America that the public allows celebrities to sing the national anthem to them, but does not join in themselves.

Do you think the public should be encouraged or discouraged from singing the national anthem? Should a school have this rule in place?

Write an argument in which you support or oppose the public's participation in the national anthem. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Key Paragraph

Page 62:

Dr. Pallen: "That's all you have to say?"
Phillip: It's a free country.
Dr. Pallen: Nothing is free."

Writing Prompt

Dr. Pallen tells Phillip that nothing is free in a free country. Think of the costs that are associated with freedom. Do all choices have a consequence either positive or negative?

Write a paragraph in which you agree with or oppose Dr. Pallen's statement, "nothing is free." Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Key Paragraph

Page 78

"Twice this week I had to send him out for being disruptive in a singularly disrespectful way. Our society is always asking schools to do what is not done at home. Then Joe Pallen (assistant principal) felt compelled to suspend him for a bit, something I have believed is productive."

Writing Prompt

Miss Narwin acknowledges schools have been placed in a position to not only educate children but also discipline, to make up for what is not done at home. However, she does not agree with the suspension. Do you agree with her, have schools been placed in a position where they are fulfilling or assuming a role for parents? Think of the services schools provide (food, education, discipline, counseling services, safety, sports) should schools be just for education?

Write a one-paragraph argument in which you agree or oppose Miss Narwin. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Key Paragraph

Pages 85-86

Mr. Griffen “I don’t intend to be silent on this issue. This is a school, and American school, and parents have the right to expect that certain things, like values, will be taught. Community values. Things I believe in. I mean that. Sincerely.”

Writing Prompt

What kind of values do you think Mr. Griffen is referring to? Do you think that it is the role of the school to instill values in children or is the role of the parents? Or both? If parents do not educate kids on values, should the school? What values are and should be taught by schools?

Write a one-paragraph argument in which you introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Key Paragraph

Page 94

Ms. Stewart: I am simply trying to get my facts correct. Wanting to be fair to all concerned. I am sure you can appreciate that.

Writing Prompt

Ms. Stewart is fact checking her story. Do you think that in today’s information age reporters do their due diligence prior to reporting information? What are the consequences if they do not?

Write a 1-paragraph argument in which you support or oppose the need for reporters to present information unbiased and accurate. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Character Based Literacy Program

Independent Study Lesson Plan

Nothing But the Truth, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What do you consider valid news sources?

What is a witness?

What does the motto of New Hampshire, “Live Free or Die” mean?

What is truth?

What is the difference between suspension and expulsion?

Word Wall Here are vocabulary words to add to the Word Wall.

taxes p. 105	generation p. 105	elemental p. 105	affiliated p. 106	scandal p. 106
commotion p. 117	deliberately p. 117	chemistry p. 118	infractions p. 118	occurrence p. 120
raucous p. 128	indicative p. 129	animosity p. 129	indicates p. 129	preservation p. 130
ability p. 140	dismayed p. 140	statement p. 147	misconstrue p. 148	prohibits p. 149
quote p. 151	statement p. 151	confess p. 152	contemporary p. 156	tenure p. 157

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

p. 105-161

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Slant Poster/ T Chart

As the facts of the suspension start to develop create a T Chart or poster to track the different slants that the characters will use.

On one side list the character and the slant that is given (cite the page) on the other side list what actually occurred.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Continue adding to your OMP. What are the characters thinking and feeling? Add 3-5 new thoughts to your OMP.

Character Interaction Sheet

Add to the Character Interaction Chart you started. How are the characters interacting with one another?

Venn Diagram

Create a Venn Diagram using the memos on page 128 and 131. Compare and contrast the facts in each memo. What is different and what is similar? Pay close attention to the words used.

You can use this Venn diagram to write a comparison paragraph or essay.

Open Mind Portrait—

Add to your OMP. What are they thinking and feeling as more of the story and reaction to it unfolds? Add 3-5 more thoughts to your OMP.

Postcard

Who do you support?

Write a postcard to the character in the book you support. Encourage them in their efforts based on the information you know about them. On the front illustrate a picture that represents your character.

Plot Profile Chart

Start a plot profile chart for today's reading. Add 3-4 significant events. Rate them on a scale of 1-10 based on their intensity. You will add to this as you complete the novel.

Open Mind Portrait.

Add to your OMP. What is the character thinking and feeling based on today's reading. Add 3-5 new thoughts.

Discussion

Key Questions p. 105-116

1. Why is Ted using this issue in his speeches? Do you think he is passionate about this issue or using the issue as an opportunity to get elected? Explain.
2. What did the superintendent know about the situation? Do you see a difference in why Phillip was suspended and what people know about the situation? What is the difference?
3. How does the media affect the reaction of the principal and district? Would this be an issue if the media didn't report on it? Do you feel like the media is reporting fairly?
4. What is the difference between the Jack Barlow Show and the reported in the print media? Do they have different responsibilities? Explain.
5. What is the "book salesman" trying to explain? Do you think he has a valid point?

Key Questions p. 117-127

1. How does Miss Narwin react to being interviewed?
2. What does Dr. Doane ask Ken? Do you think she is encouraging him to remain impartial? What does Ken tell her?
3. What does Dr. Doane ask Cynthia? Do you think he is encouraging her to remain impartial? What does Cynthia tell her? How do you think Dr. Doane will react to Cynthia's account of the event?
4. What was the gist of Ted's speech?
5. What does Dr. Doane ask Allison? Do you think she is encouraging her to remain impartial? What does Allison tell her? How do you think Allison is being factual about what she is telling Dr. Doane? Explain.

Key Questions p. 128-139

1. What is happening now in terms of people getting on the bandwagon?
2. How are the telegrams starting to affect each side?
3. Why do you think the school waited until now to talk to other students in the class? Should they have taken that action sooner?
4. How does the original memo change by the time the final draft is written?
5. Is the final memo written based on fact or does it have opinion in it? Explain.
6. What role does the school and district play in making this a bigger or smaller story?
7. How do interest groups affect this story? Do you think they are looking for facts or are they looking for a story and a "victim"?

Key Questions p. 140-151

1. How do the letters and telegrams affect the school staff and district? Do you think they would react the way they are if there was no public outcry?
2. What are Phillip's concerns about returning to school? Does the change in teacher alter his perception of the situation? Explain.
3. How does Ken react when Philip tells him he is not out for track due to his grades? How does this information change Ken's perspective? Explain.
4. Miss Narwin reads the statement and feels it does not support her. Do you agree or disagree with her? Explain. How could it be changed to show support of the staff?
5. How do Mr. Lunser and the other students treat Phillip? Are they being fair?

Key Questions p. 151-161

1. What are people communicating to Phil in their telegrams? Do you think they have an accurate view of the situation? Would their communication be different if they knew he had been kicked out after he learned he was getting a D and couldn't go out for track? Explain.
2. What transpires in the conversation between Al and Ted? What are the implications? What are they suggesting about Miss Narwin? Why.
3. What are the attitudes of students and staff toward Miss Narwin and Phillip?
4. What happens when Phillip asks Miss Narwin for work? Do you think he knows what the outcomes would be?
5. How is Coach Jamison toward Phillip? What does he want from his athletes?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph

Page 115

Roger: No, I didn't say that. I am not defending anyone. The story you read is just the boy's, not the teacher's. Why should you assume the teacher is wrong?

Writing Prompt

The caller is trying to make a point that there is more than one side to each story. Do you think he has a valid point? Is there a responsibility for the writer's and reporters to accurately report the news? Do you agree with the caller or the radio host?

Write a one-paragraph argument in which you state the role of each party and what their position is. State if you agree or disagree with them. Introduce your claims. Acknowledge the alternate or opposing claim. Organize your reasons. Support your claim with logical reasons and evidence. Use words, phrases, and clauses to create cohesion. Provide a concluding statement in which supports your claim.

Key Paragraph

Pages 119-120:

Reread entire memo

Writing Prompt

What did you think of the memo? Was it a fair representation of the 'truth'?

Write a one-paragraph argument in which you support or oppose the facts in the memo. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Key Paragraph

Page 128:

Re-read the entire memo

Writing Prompt

What did you think of the memo that Principal Doane re-wrote? Was it a fair representation of the 'truth'?

Write a one-paragraph argument in which you support or oppose the facts in the memo. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Key Paragraph

Page 148:

Miss Narwin: He is a student. I am a teacher. Hands are not meant to be even.

Writing Prompt

Miss Narwin sees the school is trying to pacify the student and the district. In doing so, they do not support her authority in class. Do you think that teachers and people of authority should be supported? Do you agree or oppose her view above?

Write a one-paragraph argument in which you support or oppose her statement. Introduce your claim and acknowledge the opposing viewpoint. Support your claim with logical and relevant evidence using accurate sources. Use words, phrases, and clauses to create cohesion and clarify the relationship. Establish and maintain formal style. Provide a concluding statement that supports your claim.

Key Paragraph

Pages 156

Dr. Seymour about Miss Narwin:

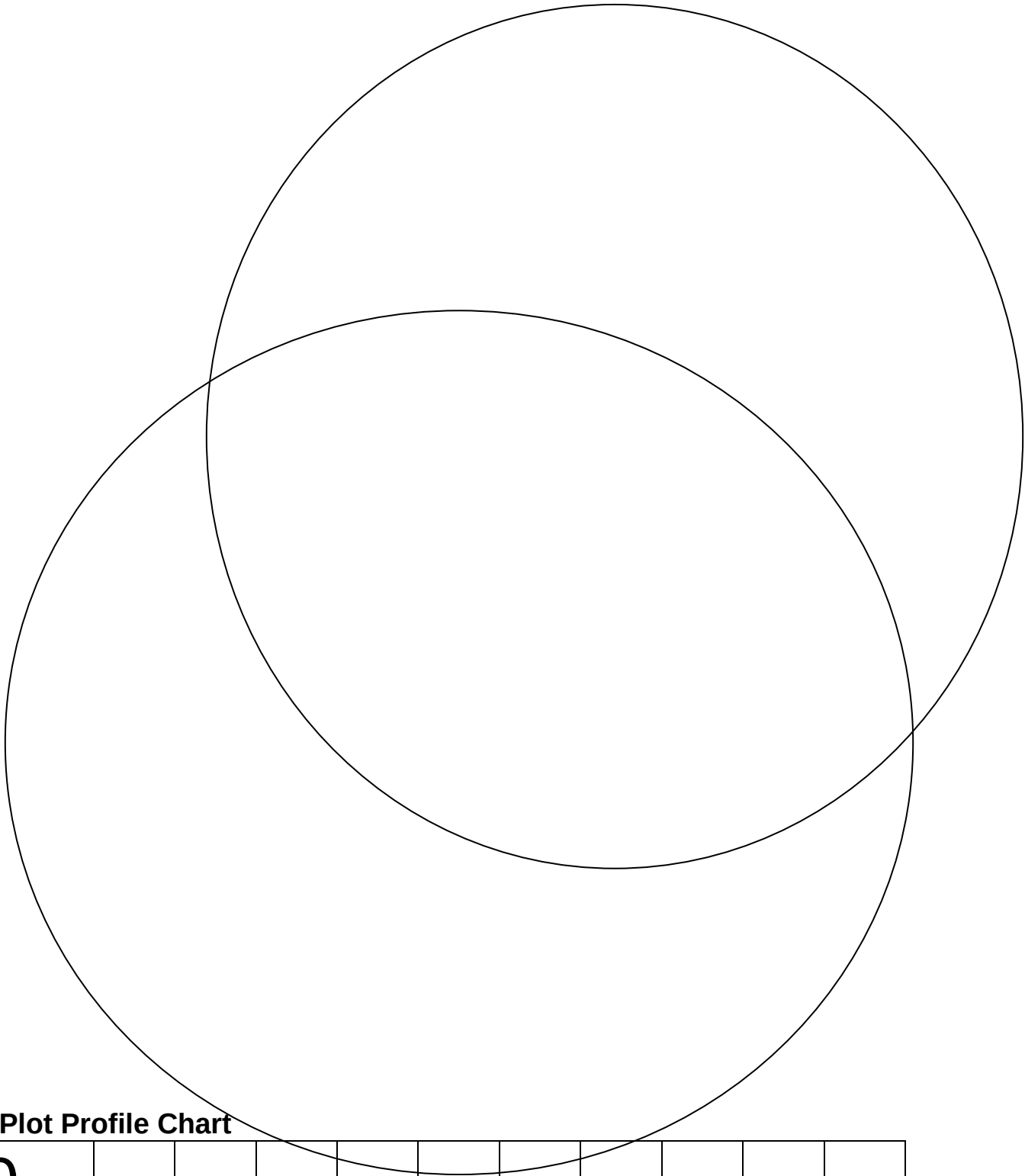
“She says—this Narwin woman—yes, here—now, I’m quoting her. “The truth is...I feel that sometimes”—get this—“I am a little out of touch with contemporary teaching, and, just as important, the students who come before me.” In other words, she’s been around, what can I say, since history began.

Writing Prompt

What is Dr. Seymour referring to about Miss Narwin? Did he take her letter out of context? He is giving her a fair representation? Do you agree with what he is trying to do?

Write a one-paragraph argument in which you support or oppose Dr. Seymour and his representation of Miss Narwin. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Provide a concluding statement or section that follows from and supports the argument presented.

6g6 Venn Diagram Chart



3g6 Plot Profile Chart

10										
9										

8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
Event	1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program

Independent Study Lesson Plan

Nothing But the Truth, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is a scapegoat?

What is a snowball effect?

Word Wall Here are vocabulary words to add to the Word Wall.

nerves p. 161	refresher p. 161	vaguely p. 161	expedite p. 162	sabbatical p. 162
ridiculous p. 169	petition p. 170	resign p. 172	naïve p. 172	eligible p. 174

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

p. 161-177

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Slant Poster/ T Chart

As the facts of the suspension start to develop create a T Chart or poster to track the different slants that the characters will use.

On one side list the character and the slant that is given (cite the page) on the other side list what actually occurred.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Plot Profile Chart

Add to the plot profile chart you started yesterday. Add 3-4 significant events. Rate them on a scale of 1-10 based on their intensity. You will add to this as you complete the novel.

Thoughtshot

Draw a sketch of Miss Narwin during her conversation with Dr. Doane. What do you think she is thinking when she is asked to take a leave of absence?

Plot Profile Chart

Complete a plot profile chart for today's reading. Add 3-4 significant events. Rate them on a scale of 1-10 based on their intensity. You can use this to write a summary of the reading.

Open Mind Portrait

Complete your OMP. What are the characters thinking and feeling? Add 3-5 final thoughts.

Telegram

If you were writing a telegram (pro/con) to Miss Narwin, what would you write?

Discussion

Key Questions p. 161-167

1. What is Dr. Doane asking Miss Narwin to do? Does Miss Narwin have the right to feel like she is being blamed?
2. What is happening to Phillip? How is he reacting? Do you think he expected anything big to come from his singing/statement?
3. How does Ted react/change his viewpoint toward the current board and budget? What is he trying to accomplish?
4. Who is Mr. Duvall? What does he want from Miss Narwin? How is he trying to approach the situation? Do you think he shows wisdom?
5. Why won't Phillip go to school?

Key Questions p. 168-177

1. Why does Miss Narwin want to talk to the reporter? Does she have a point about the positives not being reported? Why isn't positive news reported?

2. What happened to the story? Why wasn't it printed? Do you think it was unethical for Duval not to print Narwin's story?
3. Why do you think the budget was defeated?
4. What event led to Phillip wanting to leave school? Is Coach Jamison acting responsibly? Explain.
5. Did the novel end the way you thought it would?
6. Were you surprised that both Narwin and Phil left the school?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph

Pages 167

Miss Narwin speaking to Mr. Duval:

That's certainly true. People seem to believe that this boy is ...rather special. Nobody seems to want to pay any attention to what actually happened. I've been asked to resign.

Writing Prompt

Punishments should fit the crime.

Is Miss Narwin being asked to resign or take a leave? What is the difference?

In each situation the consequence should fit the crime. Think about Phillip and Miss Narwin. Do you think that either of them should be without consequence? Do you think that the consequences are fitting to the situation?

Write a one-paragraph argument in which you support or oppose Miss Narwin being asked to take a leave. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Provide a concluding statement or section that follows from and supports the argument presented. Include a punishment you think is fitting to how she handled the situation.

Key Paragraph

Page 172

Miss Narwin:

I think and I think. And—that boy—Phillip Malloy—for reasons I'll never learn—decided to insult me, his classmates, and, as far as that goes, the national anthem. Yes, I sent him from my room. But it wasn't I who sent him home. I objected to that. Objected strongly. Yes, I have been blamed for his suspension. It's I who has been asked to resign.

Writing Prompt

Do you think that Miss Narwin is telling the full truth? Do you think Phillip intended to insult her, his classmates, and the national anthem?

Write a one-paragraph argument in which you defend or oppose Miss Narwin's account. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Character Based Literacy Program
Independent Study Lesson Plan
Nothing But the Truth, Final Writing Project



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

Using the Slant Poster/T Chart you completed

Choose a perspective you feel is the best representation of the events in the novel—the side the represents the truth the best.

Miss Narwin

Phillip

School Administration

Write a 5-paragraph argument to support your claim. Introduce your claim, acknowledge alternate or opposing claims. Organize your reasons and evidence logically. Support your claim with logical reasoning and relevant evidence. Use accurate and credible sources. Use words, phrases, and clauses to create cohesion and clarify relationships. Establish and maintain formal style. Provide a concluding paragraph and statement, which follows form and supports the argument presented.