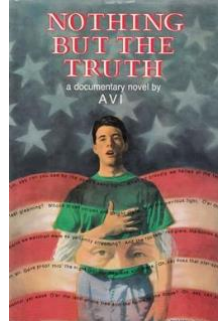


Nothing But the Truth



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 Writing Prompt *Nothing But the Truth, Day 1*



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 2



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 form and supports your argument.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 3



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 4



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 form and supports the argument presented.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 5



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 6



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 7



Key Paragraph

Page 62:

Dr. Palleni: "That's all you have to say?"

Phillip: It's a free country.

Dr. Palleni: Nothing is free."

Writing Prompt

Dr. Palleni 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. Palleni'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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 8



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 Palleni (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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 9



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 10



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 Writing Prompt

Nothing But the Truth, Day 11



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 12



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 13



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 14



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 15



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 16



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.

Character Based Literacy Program Writing Prompt

Nothing But the Truth, Day 17



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 Writing Prompt
Nothing But the Truth, Final Writing Product



Using the Slant Poster/T Chart you completed as a class.

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.