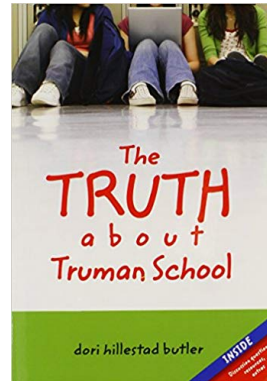
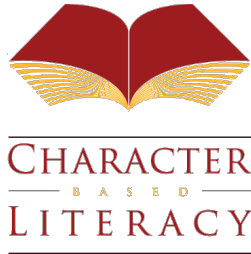


The Truth about Truman School



ISBN-13	978-0-8075-8096-7
ISBN-10	0-8075-8096-1
Author	Dori Hillestad Butler
Publisher	Albert Whitman & Company
Copyright	2008
Lexile	640L
Genre	Realistic Fiction
Synopsis	Zebby and Amr create an online newspaper where students can share anything about their school as long as it is original and true. They want the website to be a platform for every student's voice and a way to spread information that the school newspaper would never approve. However, the site quickly becomes something they had not expected, and they find it hard to discern between free speech and bullying.
Themes	Cyberbullying, Bullying, Honesty

Character-Based Literacy Program Independent Study Lesson Plan, *The Truth about Truman School*, Week 1



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

Does restricting student publication in a school paper violate the student's First Amendment right to free speech?

The Supreme Court case of *Hazelwood v. Kuhlmeier* (1988) ruled that student journalist rights are not violated when school officials prevent the publication of articles in the school newspaper. The ruling was based on the schools' sponsorship of the paper, thus their interest in protecting the institutions reputation and deeming what is inappropriate for readers. A school-sponsored paper is not a public forum, rather it is a limited forum designed to meet requirements for a course or club. Despite the ruling, certain states have taken steps to counter this Supreme Court ruling. Since 1977, California has protected high school student journalists and their rights to free speech. Since 1988, Iowa, Colorado, Kansas, Arkansas, and Massachusetts have protected student journalists from disciplinary action by enacting "Anti-Hazelwood" laws.

What is cyberbullying?

Cyberbullying is a form of bullying that takes place on digital devices. It includes sending, posting, and sharing content that is false, harmful, and mean about another person. Cyberbullying is persistent because the communication can occur at any time on a variety of media platforms. Cyberbullying is permanent and public, meaning it harms a person's online reputation and can be viewed by strangers. Cyberbullying can also be hard to notice, making school or parental intervention difficult. For further information about how to identify cyberbullying and effective practices for prevention and intervention, you can visit the Cyberbullying Research Center at <https://cyberbullying.org>.

What is outing?

Outing is a form of cyberbullying in which a person shares personal and private information about another person in a public manner. The information can be in the form of words, pictures, or videos. For example, when someone you know shares an embarrassing photo of you online without your permission and consent, it is an act of outing. Another example could be a bully sharing a secret about another person and the

secret being spread throughout the school. For more information on forms of cyberbullying, visit <http://www.endcyberbullying.org/5-different-types-of-cyberbullying/>

Does being bullied affect a person's self-esteem?

Bullying affects a person both physically and emotionally. It can impact a person's mood, health, and how they interact with others. Bullying can also impact the way a person feels about themselves by lowering their self-esteem. Having a low self-esteem means that people do not feel confident in themselves and their abilities.

What is online impersonation?

Online impersonation, or masquerading, is when a person creates a fake account of another person and pretends to be that person. The person may use the fake account to spread fictitious information. This is a form of bullying, and also a form of identity theft. People may also refer to this as 'catfishing,' particularly if the false account is used in a dating scenario. Online impersonation is regarded by the courts as a criminal activity in several states including California, New York, and Texas. According to [California Code 528.5](#), "an impersonation is credible if another person would reasonably believe, or did reasonably believe, that the defendant was or is the person who was impersonated." The code defines online impersonation as "opening an e-mail account or an account or profile on a social networking Internet Web site in another person's name." The victim may press charges against the violator for compensatory damages and injunctive relief or other equitable relief. The punishment may be in the form of a fine, imprisonment, or both.

Word Wall Here are 25 vocabulary words to define and add to the Word Wall.

curriculum (4)	protest (5)	domain (7)	censor (7)	poll (10)
hassling (18)	anonymous (20)	advisor (24)	blathering (25)	goosebumps (30)
stoked (34)	installment (36)	poser (36)	ridiculous (48)	grudge (48)
segment (53)	keel over (54)	paranoid (55)	shallow (57)	bizarre (61)
intended (70)	immature (71)	suited (71)	tacky (72)	gawking (74)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far. Note the setting and main characters.

Read Read the selection.

Read pages 1–85 in the book, *The Truth about Truman School*.

RESPOND

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

Enter the timeline into the table on page 3.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

Create a **Mind Map** of one student's attitudes towards the virtue of honesty. Choose one of the following key characters: Zebby, Amr, Lilly, Trevor, Hayley, or Brianna. Imagine how the character looks like and add details to the drawing (e.g., face, hair, and shoulders).

For each assigned reading section, draw a speech bubble and add either a quote or evidence from the text (in your own words) that conveys the character's commitment to telling the truth. Include the page number inside the speech bubble.

Color the bubble **green** if the character was being honest or advocated for honesty, **yellow** if they told the partial truth or were unsure of how much truth to share, and **red** if they did not tell the truth or showed they cared about it.

You can use markers, crayons, or colored pencils to create the illustration of the key character and color the outline of each speech bubble.

The first speech bubble has been provided for you. Add the next speech above the first so they appear in order.

Keep the Mind Map in a folder, you will continue working on it in Week 2.

In Week 1, add five speech bubbles based on pages 1–85.

EXPLORE

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

1. Character Profile

Complete a character profile chart for a character of your choosing. **You cannot choose the same person as in the Mind Map activity.**

1. Write the name of the student (e.g., Zebby, Amr, Lilly, or Trevor) in the box in the middle of the chart.
2. Think of four characteristics or traits that the character has. Describe each with a keyword or phrase and write it down in one of the four boxes that surround the name.
3. For each trait, find two concrete examples of it in the story. Write each in one of the two boxes attached to each trait box. Continue this until you have two examples for each of the four traits.

2. Character Interaction Chart

Fill out the Character Interaction Chart for Hayley, Brianna, and Lilly.

1. Write the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the

Independent Study, Week 2

Any Small Goodness: A Novel of the Barrio

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Visit us at www.scu.edu/character

- first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second character box.
 4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

3. Character Interaction Chart

Fill out the Character Interaction Chart for Zebby, Amr, and Lilly.

1. Fill the name of each character in one of the three boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second character box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

4. Venn Diagram

Complete a Venn Diagram for two characters.

1. Decide on 2 characters in the story you would like to analyze. For example, Zebby and Hayley or Zebby and Lilly. Label each circle with the character's name.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

5. Character Profile

Complete a character profile chart for one of the characters being bullied.

1. Write the name of the character in the box in the middle of the chart.
2. Think of four characteristics, or traits, that the character has. Describe each with a keyword or phrase and write it down in one of the four boxes that surround the name.
3. For each trait, find two concrete examples of it in the story. Write each in one of the two boxes attached to each trait box. Continue this until you have two examples for each of the four traits.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

PP. 1–17 (website, Zebby, Amr, Brianna, Hayley, Lilly)

1. What evidence supports Zebby's view that Truman School has a bullying problem?
2. Why does Mrs. Jonstone say there is not a bullying problem?
3. Did Lilly make a wise choice by not telling her mom about the emails? Give reasons.

PP. 18–34 (Trevor, Anonymous, Lilly, Brianna, Hayley, Zebby, Trevor, Lilly, Zebby)

1. What resources and skills does Trevor use to cope with the bullying?
2. What could have happened if Mrs. Horton had been more supportive of Trevor?
3. What ideas support Hayley's opinion that she and her friends "run things" in the school?

PP. 34–50 (Amr, Zebby, Brianna, Lilly, Haley, Brianna, Lilly, Anonymous)

1. Why was Lilly nervous about her friends learning that the picture was of her?
2. What different emotions did Lilly experience on Friday?
3. What if your friends found out a secret about you? How do you think they would respond?

PP. 51–67 (Zebby, Trevor, Lilly, Hayley, Trevor, Lilly, Amr, Lilly, Anonymous, Zebby)

1. How is the bullying of Trevor and Sara different than the bullying of Lilly? How is it similar?
2. Whose argument was more convincing for taking down the picture of Lilly; Lilly's or Zebby's? Why?

PP. 68–85 (Trevor, Lilly, Zebby, Lilly, Hayley, Brianna, Anonymous, Lilly, Brianna, Hayley, Trevor, Amr, Zebby, Lilly, Reece)

1. Did Zebby make a wise choice by ignoring Lilly's request for her to take down the pictures? Give reasons.
2. Whose argument was more convincing, Lilly or Zebby? Why?
3. Why did Brianna not want Lilly to be their friend?

Analyze the key paragraph.

Key Paragraph, p. 4

"Being editor of my school newspaper was a good place to start. But Mrs. Jonstone sort of looked past me and said, 'Is there anybody else who'd like to be editor next year?' You could tell how badly she wanted somebody, *anybody*, else to raise their hand. It's because of the blue streaks in my hair. Mrs. Jonstone doesn't like kids with blue hair."

Key Paragraph, p. 19

"Well, gee, Mrs. H., I thought. *Could it be that this school is full of*—never mind. I won't say it. What would be the point? I bet Mrs. H was popular when she was I school. That was why she said such stupid things sometimes. She just couldn't relate to what kids like me go through sometimes."

Key Paragraph, p. 39

"Well...we said this was everyone's website. Anyone could post an article. Anyone could comment on an article that's already up. It said all that right on the front page. So how could we not leave it up? Aside from a few votes for worst teacher and a couple of comments on the articles we wrote, this was the first thing someone else—someone other than me or Amr—had posted. We couldn't take it down. Even if it was a little bit mean."

Key Paragraph, p. 54

“The thing is, people like Lilly and Reece and the other popular kids could choose to use their powers for good. Like Nero. Everyone listens to them. So they could just say hey, we’re not going to pick on people anymore. And the whole school would follow their lead. But they don’t do that. Instead they use their powers for evil.”

Key Paragraph, 81.

“You’re probably wondering if I ever thought about taking the link to Lilly’s Lesbian Diary down. After all, the two rules we had for the site said that what you posted had to be true. And honestly, I didn’t know if that was true. I didn’t know whether Lilly was gay. But I didn’t know that it *wasn’t* true, either. Obviously somebody thought it was. That’s why they posted that link. And really, it was just a link. One little link wasn’t so bad.”

EXTEND

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

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Use argumentative writing style – consider how one might counter-respond to your arguments and address these potential counterarguments.

PP. 1–17

Did Zebby and Amr make the right choice to create a website where people can say whatever they want? Explain with examples.

PP. 18–34

Some students suspected that Truman school staff did not want to know the truth about bullying. What difference does it make if they would like to know the truth?

PP. 34–50

How can people show they are trustworthy? In the context of digital journalism, how can writers show their posts are trustworthy?

PP. 51–67

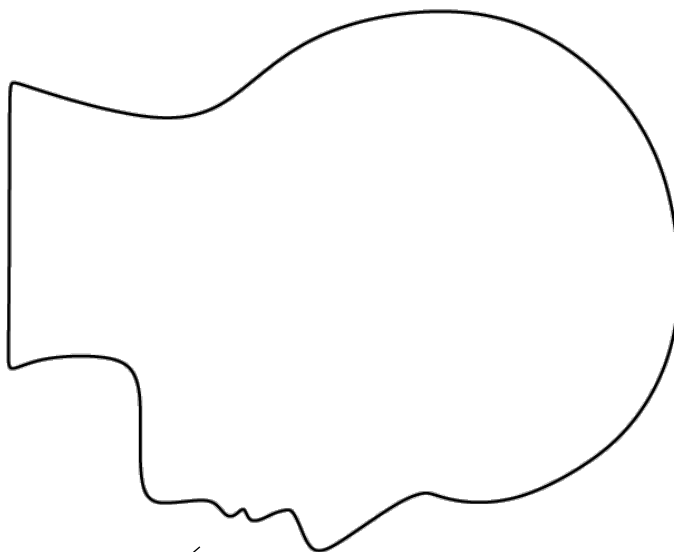
Amr says that people are “not his real friends” if they have issues with him being Muslim. Is he right? Why?

PP. 68–85

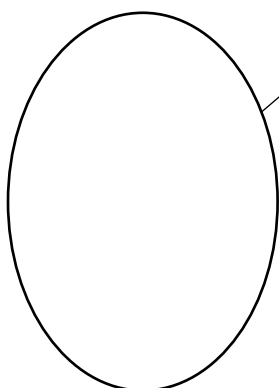
What could happen to students who pretend to be something or someone they are not?

Mind Map

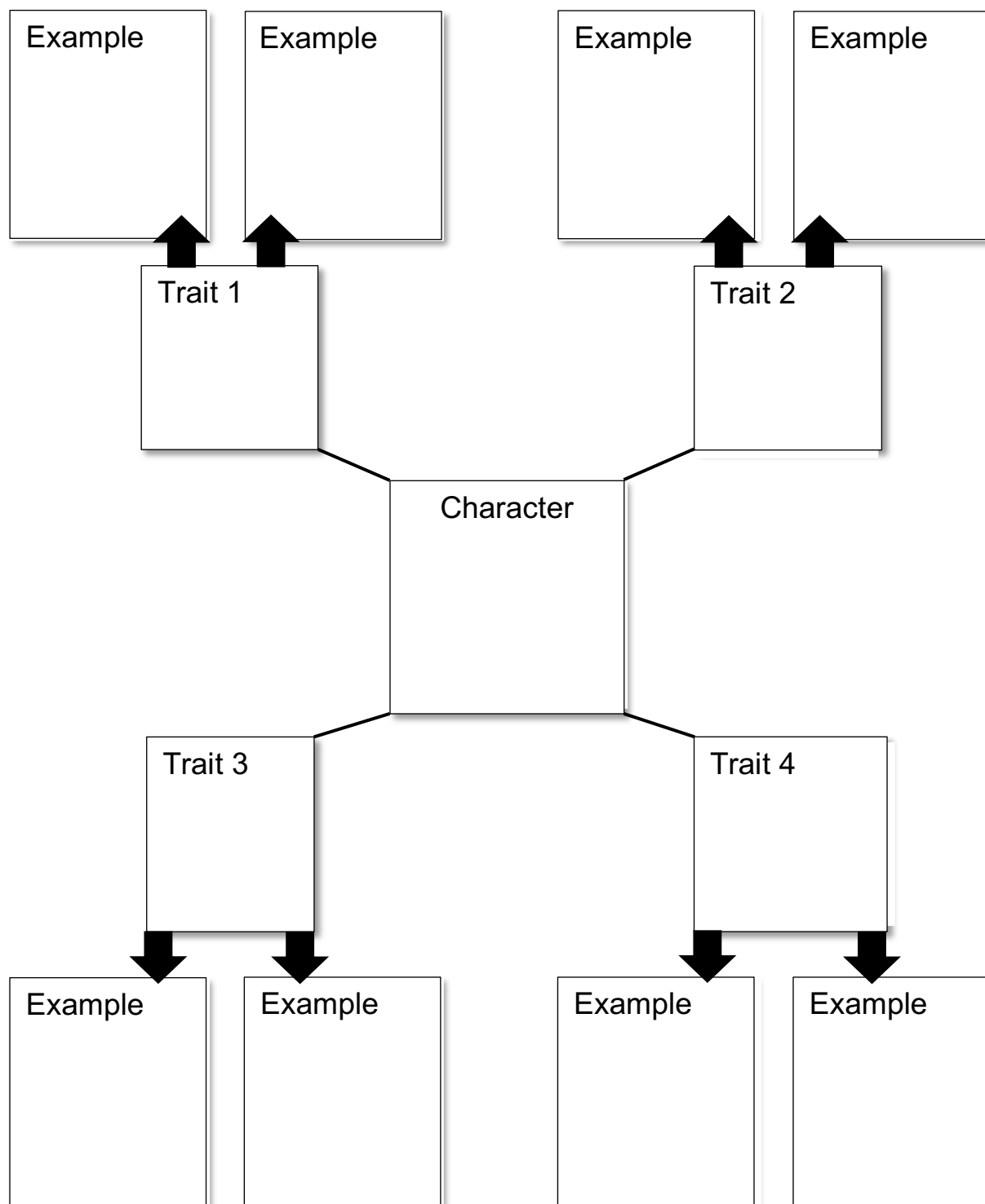
Student's name _____



Character's name _____



Character Profile Chart



Character Interaction Chart

Character 1 _____ to
Character 2 _____

Character 1 _____ to
Character 2 _____ to
Character 1 _____
Character 3 _____

Character 3 _____ to
Character 1 _____

Character 3 _____ to
Character 2 _____

Character Interaction Chart

Character 1 _____ to
Character 2 _____

Character 1 _____ to
Character 3 _____

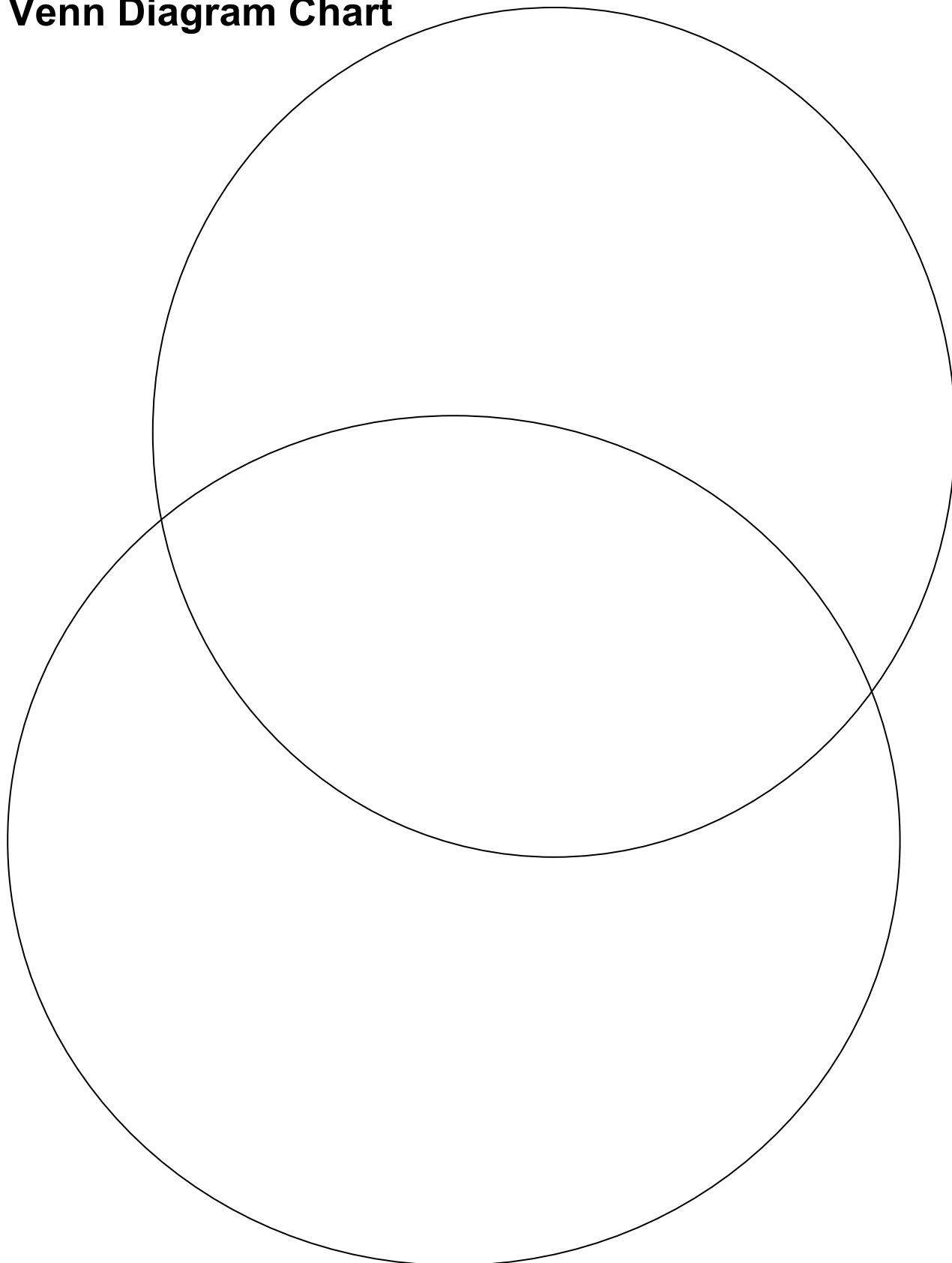
Character 2 _____ to
Character 1 _____

Character 2 _____ to
Character 3 _____

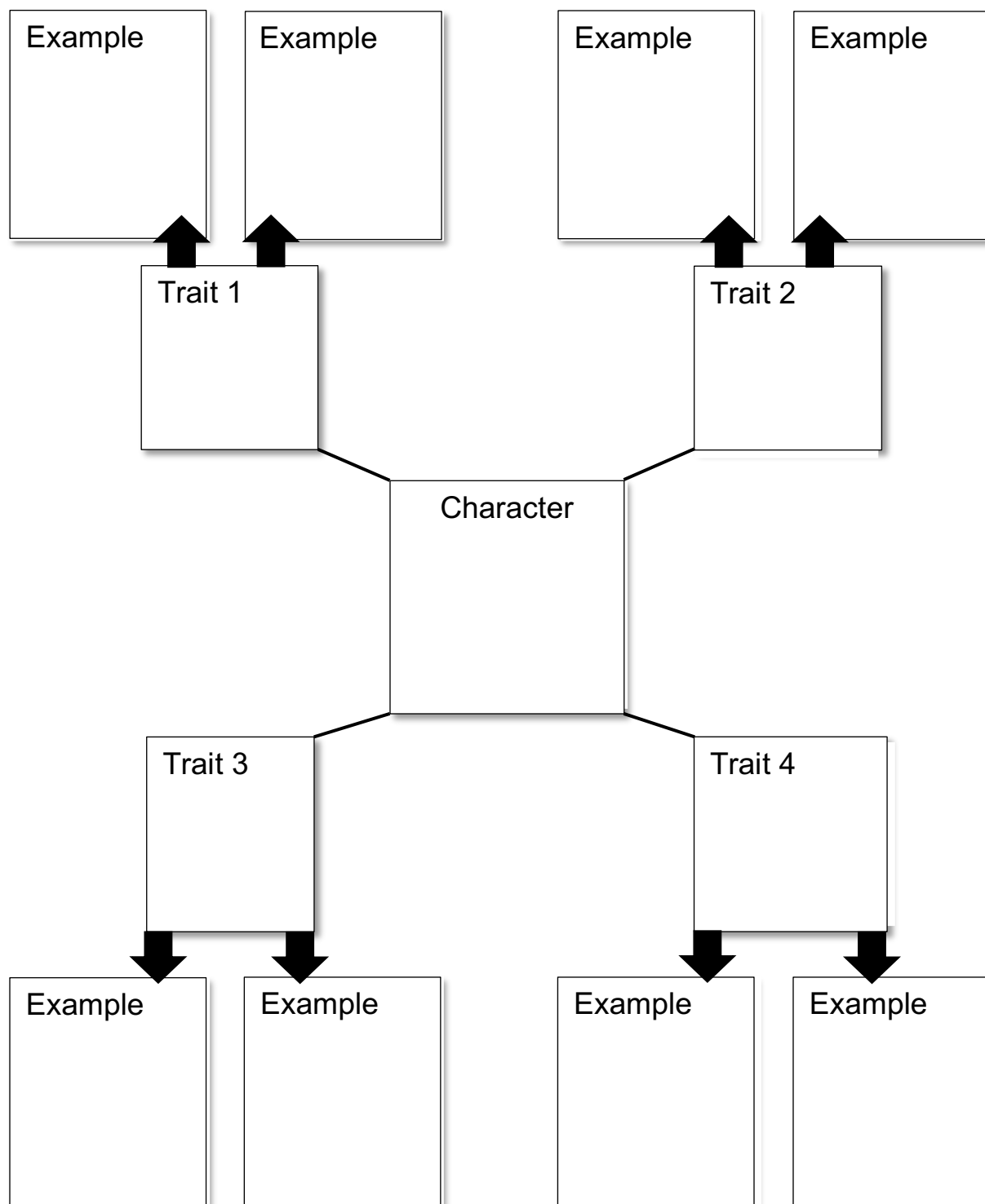
Character 3 _____ to
Character 1 _____

Character 3 _____ to
Character 2 _____

Venn Diagram Chart



Character Profile Chart



Character-Based Literacy Program Independent Study Lesson Plan, *The Truth about Truman School*, Week 2



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What is “victim blaming?”

The social phenomenon of victim blaming involves people being more concerned with the victim’s behavior than with the actions of the bully. The victim is viewed as having provoked the actions of the bully or having characteristics that make them more vulnerable to bullying. Sometimes a victim is told to change their behaviors rather than having the actions of the bully addressed. The attitude of victim blaming is that there is something wrong with the victim that needs to be changed, rather than something with the bully. For example, a person is bullied for being shy. Instead of stopping the bullies people say things such as “be more assertive and your peers will respect you.” Victim blaming distracts from the main issue and invalidates the victim’s experience. For more information, visit <https://www.safeatschool.ca/plm/bullying-prevention/understanding-bullying/victim-blaming>.

What is the best way to confront a friend?

To confront someone means to meet them face to face to address a problem. Confrontation can be difficult, however, following these steps can help. To confront someone effectively it is best not to suppress emotions and thoughts. When you have decided to confront a friend, first find the ideal moment and setting. Then explain how you feel without accusing; “I” statements work best. Lastly, give the person space to process what you have shared. An example of effective confrontation: My friend did not eat lunch with me today, I will ask them why when we are on break between classes. ‘I felt bad that we did not eat lunch together today.’ Pause to provide them time to process and respond.

What Content is Likely to Be Removed from Online Forums and Social Media?

Several social media companies and online discussion moderators have policies for the removal of inappropriate content. These policies contain definitions of the types of content that will be removed once detected. Examples of most frequently removed content include words or images that personally attack, humiliate or defame an individual; hate speech; violent threats; sexual exploitation; a fake profile of an individual

or school; pornography; and, any content that may directly promote illegal and terrorist activities.

What can a school do to help prevent cyberbullying?

Bullying can impair both a student's safety and their ability to learn. Schools can help prevent bullying by training teachers and staff how to respond to signs that bullying is happening, and teach staff how to address potential situations. Students can learn preventative measures too and practice peer relation skills. The school can make further efforts by giving presentations about bullying, having anti-bullying posters with resources, and offering discussions. The school, staff, and students can work together to show what positive interactions look like. For more information, visit <https://www.stopbullying.gov/prevention/at-school/index.html>.

What does it mean to be responsible?

Being responsible means taking accountability for something you said or did. Sometimes we make mistakes, but we can take responsibility for them and accept the consequences that come with our choices. We are all responsible for our actions.

Word Wall Here are 25 vocabulary words to define and add to the Word Wall.

provoke (92)	snoop (93)	fable (93)	cocked (97)	grudge (98)
obsessed (103)	squinting (109)	pathetic (111)	incurable (116)	catastrophic (118)
empowering (124)	vaguely (126)	squirm (129)	yanked (130)	familiar (136)
unstable (138)	unnerving (141)	detour (142)	plunged (150)	gingerly (150)
imitation (153)	shrunk (153)	Wailing (153)	tromped (159)	Jumbled (162)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far. Note the setting and main characters.

Read Read the selection.

Read pages 86–169 in the book, *The Truth about Truman School*.

RESPOND

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

Enter the timeline into the table on page 3.

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

In Week 2 continue the **Mind Map** you started in Week 1.

For each assigned reading section, draw a speech bubble and add either a quote or evidence from the text (in your own words) that conveys the character's commitment to telling the truth. Include the page number inside the speech bubble.

Color the bubble **green** if the character was being honest or advocated for honesty, **yellow** if they told the partial truth or were unsure of how much truth to share, and **red** if they did not tell the truth or showed they cared about it.

In Week 2, add five speech bubbles based on pages 86–169.

By the end of Week 2 you should have 10 speech bubbles, five from Week 1 and five from Week 2. Notice how the character's attitudes towards the truth may have changed throughout the book.

EXPLORE

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

1. Venn Diagram

Complete a Venn Diagram for Trevor and Lilly, compare how their bullying is alike and different.

1. Label one circle with Trevor's name and the other with Lilly's name.
2. Where the two circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

2. Beginning-Middle-End Chart

Complete a Beginning-Middle-End chart for Lilly's friendship with Hayley and Brianna.

1. Decide what the most important events are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end. Then write a phrase describing each event in the correct column. You can use a bullet point list.
3. If the events in a column are not in the order they took place, number the items in the column.

3. Venn Diagram

Fill out a Venn Diagram for www.truthabouttruman.com.

1. Label one circle with 'the websites intended purpose' and the other circle with 'what the website became.'
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

4. Setting Chart

Fill out a setting chart for an event that took place in today's reading.

1. Describe the location where the story takes place in the **where box** on the chart. This could include the location, geography, scenery and other details about the location.
2. Describe the time period in which the story is taking place in the **when box** on the chart. Is this a contemporary story, or does it take place in the past or the future? What is different in the books time period compared to now?
3. Describe the time of day or day of the week the story begins in the **time box** on the chart. This box is important if the part of the story you are analyzing takes place in a short period of time.
4. Describe the emotions in the **emotions box** of the chart. How are people feeling about their current situation? How do they think the situation will end? Are they hopeful or unsure?

5. Plot Profile

Fill out the plot profile chart.

1. Decide on the 10 most important events that took place in the story. Choose one event from each day of the lesson. List the events in order by day in the rows at the bottom of the chart.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the events you decided were important. Use colors and creativity to make your graph represent the story as a whole.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

PP. 86–103 (Anonymous, Lilly, Trevor, Zebby, Lilly, Amr, Brianna, Zebby, Lilly)

1. How might Lilly and Trevor be feeling? What might they do when they get home from a school day like the one they had in this section?
2. Why do you think Amr removed the fable from the website and not the other content?

PP. 103–120 (Hayley, Lilly, Zebby, Lilly, Anonymous, Lilly, Anonymous, Zebby, Lilly, Amr, Zebby, Hayley, Trevor, Lilly)

1. How does Zebby feel about her website? Is it how she wanted it to be?
2. Why do you think Hayley, Brianna, Kylie, and Cassie made the 'We Hate Lilly Clarke' website?
3. What could Zebby have done differently when she accused Amr?

PP. 120-136 (Hayley, Lilly, Sara, Hayley, Brianna, Zebby, Amr, Zebby, Amr)

1. Why did Hayley make 'the top ten things you'd like to see happen to Lilly Clarke' list?
2. Who had a stronger argument regarding taking down or keeping the website, Zebby or her mom? Why?
3. Should have Zebby and Amr regulated the website content? What actions could they have taken?

PP. 136-152 (Zebby, Anonymous, Hayley, Zebby, Brianna, Hayley, Brianna, Anonymous, Zebby, Amr, Zebby)

1. How does Zebby feel about her website? Did she make the right choice when she started the website?
2. What would happen if Brianna revealed to Mr. Gates the names of students who posted on the website?

PP. 152-169 (Amr, Lilly, Zebby, Lilly, Zebby, Trevor, Amr, Brianna, Hayley, Lilly, Anonymous, Trevor, Zebby, www.truthabouttruman.com)

1. Why did Trevor become "milkandhoney?" How else could he have handled the bullying?
2. Why did Lilly apologize to Trevor?
3. How has this book changed your view of cyberbullying?

Analyze the key paragraph.

Key Paragraph, 92.

"Mrs. Horton cocked her head. 'Reece poked you with his pencil?' I could tell she didn't believe me. 'Why would he do that?'

Why is the sky blue?

'I mean, what were you doing to provoke him?' Mrs. Horton clarified.

Here we go again. 'Taking my test!' I said. Hadn't I just said that?

'Don't raise your voice, Trevor.'

I wasn't raising my voice. But I repeated what I said in a softer voice just to make Mrs. Horton happy. 'I was just taking my test.'"

Key Paragraph, 114.

"Of course I get tired of it. But when you run a newspaper, you can't just take stuff down because you're tired of it."

"Are you sure? It's our newspaper; we can do whatever we want."

"It doesn't always feel like our newspaper," Zebby said, slouching down on the bench. 'It feels like it's just this big gossip site about Lilly Clarke. How did that happen, Amr?'"

Key Paragraph, p. 122

"If you won't tell me what's wrong, how do you expect me to help you?" Mom asked.

I didn't expect her to help me.

"Please, Lilly. Talk to me."

I couldn't talk to her. I couldn't talk to anyone.

My eyes welled with tears when Mom pulled into the carpool line at school, but I bit down on my lip and blinked them back.

Mom tried one more time. “What *is* it, honey?” she asked.

I got out of the car and slammed the door behind me. I wanted to disappear. I wanted to go someplace where there were no people. And no computers. Someplace where I could be totally alone and no one would ever find me.”

Key Paragraph, p. 137

“There was one question nobody was asking, though: why did Lilly take off in the first place? Did anyone else wonder if maybe it was our fault she took off? All of us who either wrote mean things about her online or who read the things other people wrote and didn’t do anything about it. Or was it *my* fault because I’m the one who started the Truth About Truman? And I’m the one who let people post whatever they wanted.”

Key Paragraph, p. 163

“Mrs. Michael said, “Because you can be anonymous online, the person you show the world online is usually not the real you.” I think she’s dead wrong about that. I think the person you show online is exactly the person you really are. The person you show in real life is the one that’s fake. Think about it. Most people are chameleons. They act different around different people. What’s real about that?”

EXTEND

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

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text. Use as many details as possible. Use argumentative writing style – consider how one might counter-respond to your arguments and address these potential counterarguments.

PP. 86–103

What could the teachers at Truman school do to be more attentive and supportive of all students?

PP. 103–120

What kinds of situations are better handled through face-to-face conversation instead of email or text message? Why?

PP. 120-136

To what extent do you agree with the following statement?

“It is critical that every person takes a moment of pause to consider his or her decision just in case it is unethical or hurtful.” Explain with examples.

PP. 136-152

What would be the best response of the school faculty (principal and teachers) to Brianna’s suspension?

Final Writing Project

Write an epilogue that describes what happened after the end of the story. Your chapter should include at least 250 words (one page double-spaced).

How to Write an Epilogue

1. Decide which of the characters in the book will narrate this last part of the book.
2. Choose the timing (e.g., two months, one year, or five years after the story has ended).
3. Decide what the epilogue will focus on. Try to find one or two central themes, to keep your epilogue short.
4. Remember that the epilogue does not have to present a happy ending. The subsequent events may be positive, negative, or mixed.
5. Check your grammar and spelling.

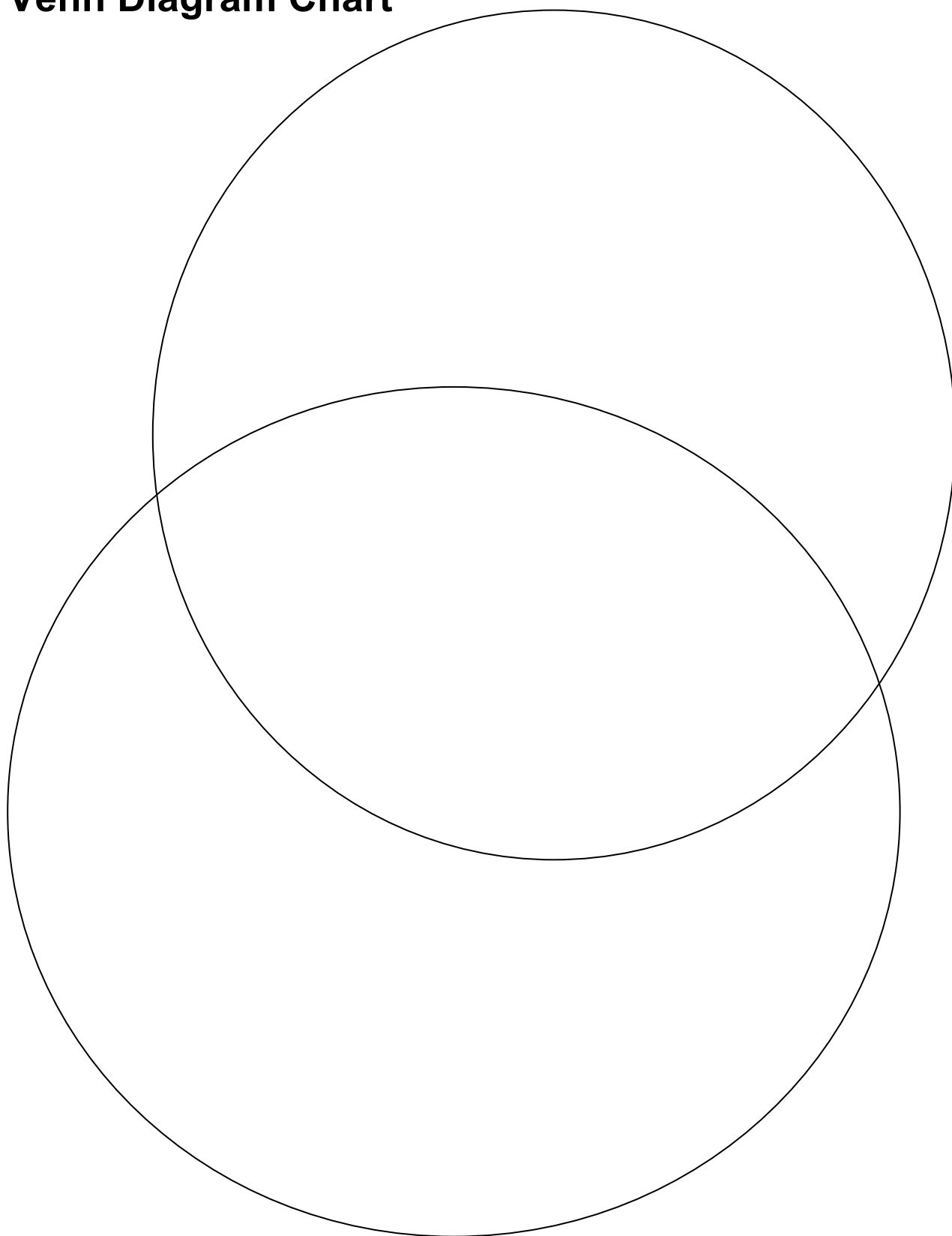
Manage Your Time

Create a timeline to organize your writing schedule.

- Add dates in the right-side column.
- Add lines to the schedule for additional activities.

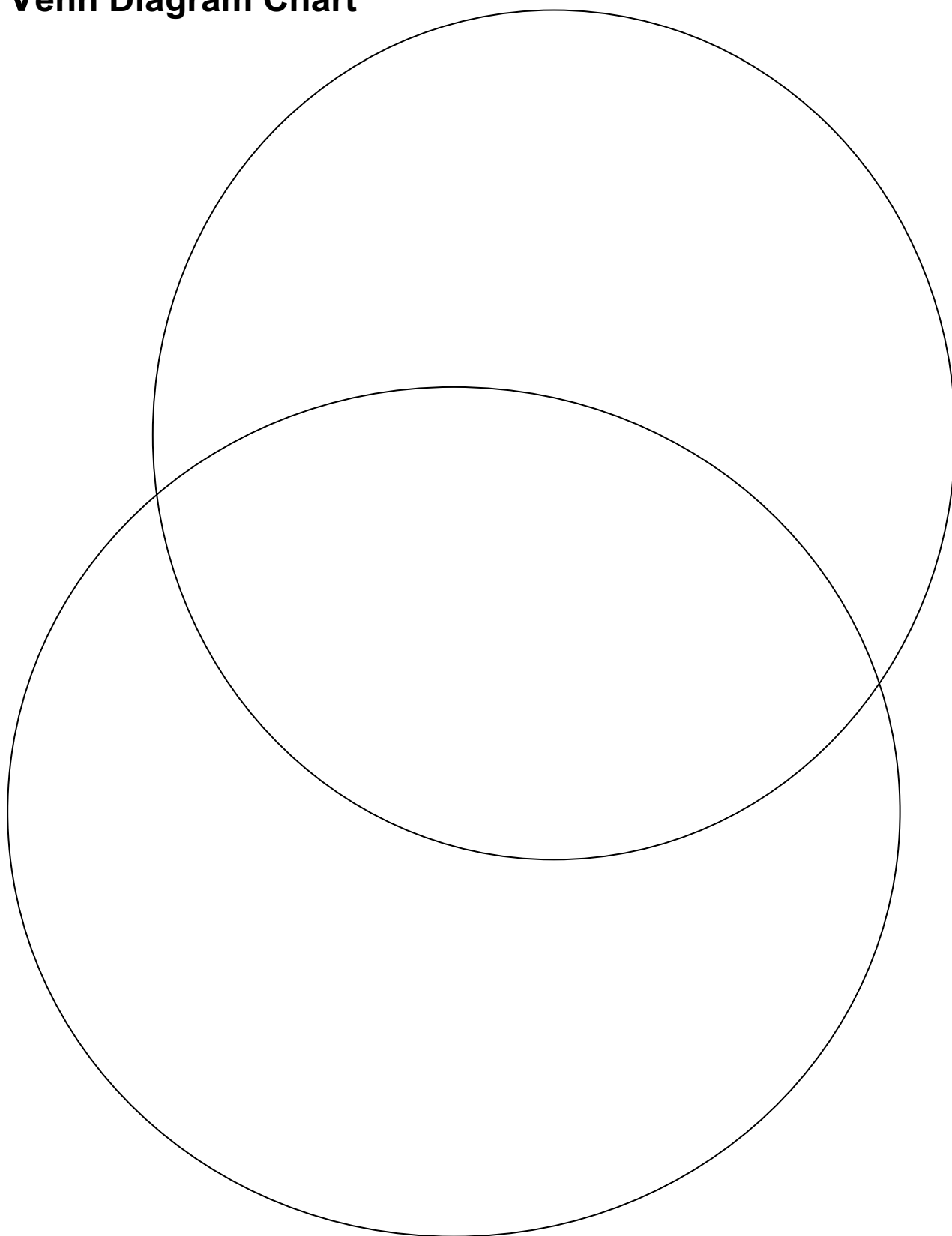
What	When
Decide on the key elements of the epilogue.	
Collect and organize ideas.	
Submit the first draft.	
Revise based on feedback.	
Submit the final draft.	

Venn Diagram Chart



Beginning	Middle	End

Venn Diagram Chart



Setting Chart

Where	When
Time	Emotion

Plot Profile Chart

Intensity

10 _{High}										
9										
8										
7										
6										
5										
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3										
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Description										