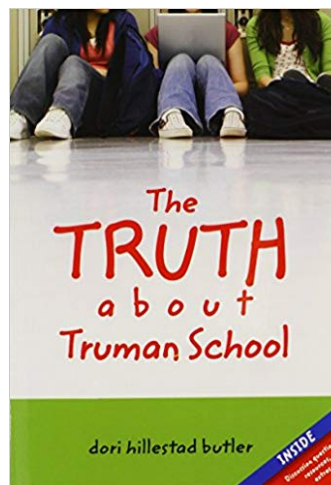
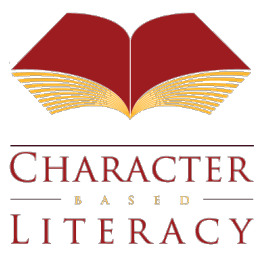


# *The Truth about Truman School*

## Writing Prompts



|           |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 Writing Prompts

### *The Truth about Truman School, Day 1*



**Analyze** the key paragraph.

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#### **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.”

### **EXTEND**

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

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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.

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

## Character-Based Literacy Program Writing Prompts

### *The Truth about Truman School, Day 2*



**Analyze** the key paragraph.

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#### **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 in school. That was why she said such stupid things sometimes. She just couldn’t relate to what kids like me go through sometimes.”*

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

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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.

- 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?

## Character-Based Literacy Program Writing Prompts

### *The Truth about Truman School, Day 3*



**Analyze** the key paragraph.

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#### **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.”

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

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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.

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

## Character-Based Literacy Program Writing Prompts

### *The Truth about Truman School, Day 4*



**Analyze** the key paragraph.

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#### **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.”

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

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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.

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

## Character-Based Literacy Program Writing Prompts

### *The Truth about Truman School, Day 5*



**Analyze** the key paragraph.

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#### **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.”

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

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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.

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

## Character-Based Literacy Program Writing Prompts

### *The Truth about Truman School, Day 6*



**Analyze** the key paragraph.

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#### **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.’”

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

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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.

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

## Character-Based Literacy Program Writing Prompts

### *The Truth about Truman School, Day 7*



**Analyze** the key paragraph.

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**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?’”

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

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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.

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

## Character-Based Literacy Program Writing Prompts

### *The Truth about Truman School, Day 8*



**Analyze** the key paragraph.

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#### **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."

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

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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.

- 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.

## Character-Based Literacy Program Writing Prompts

### *The Truth about Truman School, Day 9*



**Analyze** the key paragraph.

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#### **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.”

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

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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.

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

## Character-Based Literacy Program Writing Prompts

### *The Truth about Truman School, Final Assignment*



#### Persuasive Essay

Your final writing product will be titled *Cyberbullying is no joke*. The essay will persuade the reader to become more proactive in preventing cyberbullying and bullying from happening in their school.

Begin your essay with a well-defined thesis statement or the key idea you will discuss. Use the paragraphs and analyses you have completed over the last nine lessons to support your claims. Maintain academic language and use some vocabulary from the Word Wall. The essay should be concise – avoid repetition in statements. Ensure you have a clear topic sentence in every paragraph and there is a clear, logical flow connecting one paragraph to the next.

You may have to re-write some sentences from your daily projects and writings to have them work in this essay. You may also need to add leading or clarifying sentences at the beginning or end of paragraphs to aid your reader in following the direction of your argument.

Your essay should include four paragraphs: an introduction, two body paragraphs, and a conclusion. Your essay should be 1.5 pages (300 words), double-spaced, 12-point font.

Build a timeline to organize your work schedule:

| What                                                             | When |
|------------------------------------------------------------------|------|
| Create a thesis statement                                        |      |
| Create an outline                                                |      |
| Organize your ideas using the paragraphs from the last two weeks |      |
| Write an introductory paragraph                                  |      |
| Write the body paragraphs                                        |      |
| Write a conclusion paragraph                                     |      |
| Read through and edit                                            |      |
| Submit your first draft                                          |      |
| Revise based on feedback                                         |      |
| Complete final draft                                             |      |