

<p>Course/Grade Grade 8 Novel Unit- <i>Nothing But the Truth</i></p>	<p>Text Type Narrative (19 days) Suggested Prompt: How does perspective shape the truth? After reading <i>Nothing But the Truth</i>, write a narrative about a personal experience in which different perspectives made it challenging to learn the truth. Interview a person whose perspective was different from your own and use both perspectives in your narrative. L2 Use point of view and organization strategies (e.g., as in <i>Nothing But the Truth</i>) to develop your work.</p>
<p>Common Core Writing: Text Types, Responding to Reading, and Research</p> <p>The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)</p>	
<p>Narrative</p> <p>Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. Students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. (CCSS, Appendix A, 23)</p>	
<p>Expectations for Learning</p> <p>Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.</p> <p>To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)</p>	
<p>Strands: Topics Standard Statements</p> <p>Reading for Literature: Key Ideas and Details RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	

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RL.8.2 Determine a theme or central idea of a text and analyze its development over a course of the text, including its relationship to characters, setting, and plot: provide an objective summary of the text.

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Reading for Literature: Craft and Structure

RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings: analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6 Analyze how differences in the points of view of the characters and audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Writing: Text Types and Purposes

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters: organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing: Production and Distribution of Writing

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Writing: Research to Build and Present Knowledge

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Writing: Range of Writing

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening: Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
- d. Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Speaking and Listening: Presentation of Knowledge and Ideas

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language: Conventions of Standard English

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language: Knowledge of Language

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

Language: Vocabulary Acquisition and Use

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

Instructional Strategies

Day One

- Pass out **Student Handout: The First Amendment to the Bill of Rights (appendix)**. Students will silently read and respond to the prompt. Students will turn to their "elbow partner" and share their ideas. A proficient student or teacher will then read the First Amendment aloud to the class. Ask for volunteers to share responses with the entire class.
- Pass out **Student Handout: Article about the First Amendment (appendix)**. Suggestion: Copy the First Amendment and the article front to back.
- **Close Read:** The following are the procedures for a close reading of a text and should be followed each time a close reading is indicated in the lesson plan.
 - Students will silently read and annotate selected text. Students should know how to annotate, but review might be required. Students should mark on the article when they encounter confusion, read an important word or idea, or make a connection with the text.
 - A proficient student or teacher will then read the selected text out loud to the class.
 - Vocabulary that may be an issue is indicated and defined. This definition can and should be shared with the class.

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- Students will combine into groups of 3-4 students to answer text dependent questions about the passage. The questions should be given one at a time. (Suggestion: If there is a SmartBoard available, have all the questions typed and use the shade feature to cover all but the first question.)
- In their group, students discuss the first question followed by whole class discussion.
- After the class has discussed the first question, the next question is asked and the same procedures are followed.
- This will be the procedure each time a **close reading** is indicated.

Text Passage Under Discussion	Vocabulary	Text Dependent Questions for Students
<p><i>Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.</i> — The First Amendment to the U.S. Constitution</p> <p>The First Amendment was written because at America’s inception, citizens demanded a guarantee of their basic freedoms. Our blueprint for personal freedom and the hallmark of an open society, the First Amendment protects freedom of speech, press, religion, assembly and petition. Without the First Amendment, religious minorities could be persecuted, the government might well establish a national religion, protesters could be silenced, the press could not criticize government, and citizens could not mobilize for social change. (Q1-2)</p> <p>When the U.S. Constitution was signed on Sept. 17, 1787, it did not contain the essential freedoms now outlined in the Bill of Rights, because many of the Framers viewed their inclusion as unnecessary. However, after vigorous debate, the Bill of Rights was adopted. The first freedoms guaranteed in this historic document were articulated in the 45 words written by James Madison that we have come to know as the First Amendment. (Q3-4)</p> <p>The Bill of Rights — the first 10 amendments to the Constitution — went into effect on Dec. 15, 1791, when the state of Virginia ratified it, giving the bill the majority of ratifying states required to protect citizens from the power of the federal government.</p> <p>The First Amendment ensures that “if there is any fixed star in our</p>	<p>blueprint: a plan of action</p> <p>hallmark: distinguishing characteristic</p> <p>adopted: choose and decide to use</p>	<p>(Q1) What effect does the use of the word “blueprint” have upon the reader? Why not use the word “plan” instead?</p> <p>(Q2) What does the article propose might have happened if the First Amendment had not been adopted? Why is this considered a negative consequence? Explain.</p> <p>(Q3) The Framers did not originally think the Bill of Rights (containing the First Amendment) was necessary. What can you infer about the time period when this was written from the fact that the First Amendment was not considered “necessary” then?</p> <p>(Q4) Make a list of arguments that might have been used in the debate surrounding inclusion of the First Amendment.</p>

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constitutional **constellation**, it is that no official, high or petty, can **prescribe** what shall be **orthodox** in politics, nationalism, religion, or force citizens to confess by word or act their faith therein,” as Justice Robert Jackson wrote in the 1943 case *West Virginia v. Barnette*. And as Justice William Brennan wrote in *New York Times Co. v. Sullivan* in 1964, the First Amendment provides that “debate on public issues ... [should be] ... uninhibited, robust, and wide-open.” (Q5)

However, Americans vigorously dispute the application of the First Amendment. Most people believe in the right to free speech, but debate whether it should cover flag-burning, hard-core rap and heavy-metal lyrics, tobacco advertising, hate speech, pornography, nude dancing, solicitation and various forms of symbolic speech. Many would agree to limiting some forms of free expression. (Q6)

Most people, at some level, recognize the necessity of religious liberty and toleration, but some balk when a religious **tenet** of a minority religion conflicts with a generally applicable law or with their own religious faith. Many Americans see the need to separate the state from the church to some extent, but **decry** the banning of school-sponsored prayer from public schools and the removal of the Ten Commandments from public buildings. (Q7)

Further, courts wrestle daily with First Amendment controversies and constitutional clashes, as evidenced by the free-press vs. fair-trial debate and the dilemma of First Amendment liberty principles vs. the equality values of the 14th Amendment. Such difficulties are the price of freedom of speech and religion in a tolerant, open society.

<http://www.firstamendmentcenter.org/about-the-first-amendment>

constellation: group of related things

prescribe: lay down the law

orthodox: traditional rules

tenet: a belief

decry: criticize

(Q5) Why are court cases cited as evidence? What does that tell you about the history of the First Amendment?

(Q6) Choose one of the issues in this paragraph (flag-burning, hard-core rap, tobacco advertising, etc.) and write a response to this question: Should the First Amendment protect the right of a citizen(s) in this case? Why or why not? What makes it different from other cases?

(Q7) Re-read the First Amendment and then explain why school-sponsored prayer or the Ten Commandments are not permitted on public buildings. Do you agree with this interpretation of the First Amendment? Explain.

- **Exit Ticket/Formative Assessment:** In your own words, explain the rights the First Amendment gives you.

Day Two

- **Quick write:** *Do you swear to tell the truth, the whole truth, and nothing but the truth? Does anyone say no?* (from the beginning of the book). Students share answers. Have students discuss with a partner the following question: What is truth? Make a list of the students’ responses on chart paper, transparency, or Smartboard.

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- Students complete the “before reading” section of **Student Handout: Anticipation Guide (appendix)** before they begin the novel. The anticipation guide consists of quotes from famous people about truth. Collect and keep the anticipation guide for use after novel reading.
- Ask students what a theme is and provide some examples from other texts they have read. Clarify for students that a theme can either be stated or implied. Introduce the novel to students by sharing that the theme of the novel they will be reading is *the search for truth*.
- Students define *genre*. As a class, write a definition of genre based on the students’ answers. Have students work with a partner to do a think-pair-share and brainstorm all the different types of genres. Using **Student Handout: Genre (appendix)**, share with the class a definition of genre and compare the class’s definition to the one provided. Explain to students that they will be reading a new type of genre called a documentary novel. Explain the format of the novel. Have students preview the book for the differing types of text forms used in the novel. Use **Student Handout: Text Types in *Nothing But the Truth* (appendix)** to record the different text forms. (Suggestion: Copy Genre and Text Types front to back.) As a whole class or small group activity, have students write down a purpose for each type of text form used. Example: *Text form: Philip’s Diary. Purpose: Allows reader to know Philip’s thoughts.* After purposes for each text form have been identified, ask students for reasons the author may have used so many different text forms in one novel.
- Read aloud the first two chapters (1-10) and pause throughout to model your thinking and comprehension strategies: questions, predictions, rereading, etc.
- **Formative Assessment:** Before the students leave, ask them to respond either orally or in writing to one of the following prompts:
 - 1) Identify the different writing formats the author uses to tell the story in the first two chapters.
 - 2) Explain why this book is called a documentary novel.
 - 3) How can a text form change the purpose of the text?

Day Three

- Have students read Chapters 3-6 (11-21), alternating between the teacher reading/modeling, student partners or small-group reading, and students reading independently and silently. **Note:** There are many sections in the book where students can take parts to read aloud--similar to a Reader’s Theater format.
- **Quick write:** Define the different points of view. Allow students to share their definitions and record student responses. Using **Student Handout: Point of View (appendix)**, provide students with an explanation of different points of view and model a think-aloud using the first excerpt from the novel to determine its point of view. Guide students in identifying which character’s point of view is illustrated in excerpts 2-4. Then have students work with a partner or small group to complete the identification of the types of point of view examples.
- **Exit Ticket/Formative Assessment:** Although there are multiple points of view in the novel, whose point of view have we predominantly seen so far? Explain how you know, using evidence from the text.

Day Four

- Have students read Chapters 7-8 (22-30), acting out the scenes between Coach Jamison & Philip and Miss Narwin & Philip.
- **Quick write:** Define *inference*. Use **Student Handout: Inference (appendix)**. Allow students to share their definitions.
- Introduce the skill of making an inference by using the **Student Handout: Comic Inferences (appendix)**. Model a think-aloud showing how you infer to figure out the humor in the first cartoon. Questions to consider for think-aloud: What can I tell about the character in the comic? What are the clues?
- Guide students, as a class, in making inferences to figure out the meaning of the second cartoon.
- Have students work with a partner to analyze and make inferences about cartoons 3-5. Explain that since a documentary novel is a collection of different types of writing that tells a story, the reader needs to think like a detective to understand what is happening in the story.

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Day Five

- Students read Chapter 9 (31-39) silently and then follow the procedures for a **Close Read** from Day 1. The close read selection is from pages 37-38.

Text Passage Under Discussion	Vocabulary	Text Dependent Questions for Students
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">10:40 P.M. From the Diary of Philip Malloy</p> </div> <p>Folks got my grades. Ma asked me a few things about them before supper. I didn't say much. Then, afterward, Dad talked to me. About the grades. Wasn't that he blew his stack or anything. I told him the truth. He seemed to understand. But then he asked about my being on the track team. Didn't know what to say. If I told him what happened he would have been really mad. So I just said I decided I wouldn't go for the try-outs. (Q1-3)</p> <p>That got him upset. I just realized two things that make me want to puke. Track practice starts tomorrow and I'm not on the team. Also, I start homeroom with <i>Narwin!!!!</i> Can't stand even looking at her. I have to find a way to get transferred out. (Q4-5)</p>	<p><u>Folks</u>: parents</p> <p><u>puke</u>: get sick; vomit</p>	<p>(Q1) Avi uses an idiom “blew his stack” to describe how Philip’s father reacted. What does this idiom mean and why would he use the idiom in this passage?</p> <p>(Q2) Philip says he tells the truth about his grades. What truth is Philip referring to here?</p> <p>(Q3) Philip doesn’t tell the truth about trying out for the track team. What does he say instead, and why?</p> <p>(Q4) What emotion does Philip exhibit in this paragraph? What two reasons does he give for his feelings? Which one do you think is more troubling to him?</p> <p>(Q5) There is an example of foreshadowing in this paragraph. Which sentence is it and what might happen based upon the information in this sentence?</p>

- **Exit Ticket:** Make an inference about what Philip might do next based upon this diary entry and what you already inferred about Philip.

Day Six

- Students read Chapter 10 (40-58). This is a pivotal chapter and has lots of opportunities for students to act out the different characters.
- Ask students to do a quick think-pair-share to explain one way Phillip’s and Miss Narwin’s points of view are different.
- Use **Student Handout: Making Inferences (appendix)**. This is a 3 page handout (a writing page and 2 graphic organizers). Explain that the objective for the day will be to identify the different points of view from the first 10 chapters. Model for students on these pages (use Elmo or overhead) and complete the first square for both Phillip’s and Miss Narwin’s graphic organizers using information from the novel. Continue modeling and doing a think-aloud explaining how you decided to fill in the meaning square connected to the first square.
- Guide students in completing a second square for both Phillip’s and Miss Narwin’s graphic organizers.
- Allow students to work in small groups to find additional clues to complete the graphic organizers.
- When students have completed the graphic organizers, have them work independently to write a paragraph about each character using the first page of

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the handout.

- **Exit ticket:** In writing, students will respond to the following prompt: What is the difference between Philip Malloy's and Miss Narwin's point of view regarding the homeroom incident?

Day Seven

- Students read Chapter 11 (59-70). After reading, students should be prepared to answer the following text-dependent questions:
 - In the office, Philip tells the assistant principal what he was doing in class to cause Miss Narwin to send him out. What does he say he was doing? How does that conflict with what he was actually doing? Would it make a difference if he had told the truth?
 - Why does the author choose to include the sections about Philip's father getting in trouble at work, and then his discussion with Mrs. Malloy regarding that incident? What effect might that have on Mr. Malloy's attitude towards Philip's issue?
 - At the end of this chapter, both Philip and Miss Narwin say they are lucky. Explain why each of them feels lucky.
- **Writing Portfolio:** Read the narrative prompt: "**How does perspective shape the truth?** After reading *Nothing But the Truth*, write a narrative about a personal experience in which different perspectives made it challenging to learn the truth. Interview a person whose perspective was different from your own and use both perspectives in your narrative. **L2** Use point of view and organization strategies (e.g., as in *Nothing But the Truth*) to develop your work."
- Explain to students they will brainstorm a list of events and/or personal experiences when learning the truth was challenging. This activity will serve as the foundation for their narrative.
- Have students brainstorm a list of at least four personal experiences with perspectives of persons other than themselves and therefore the truth was not easy to learn. **Student Handout: Brainstorming the Truth (appendix).**
- **Exit Ticket:** Infer why Philip said he was singing rather than humming during the playing of the National Anthem.

Day Eight

- Students read Chapter 12 (71-103) alternating between the teacher reading/modeling, student partners or small-group reading, and students reading independently and silently. **Note:** There are many sections of this chapter where students can take parts to read aloud--similar to a Reader's Theater format.
- Explain to students that they are going to take part in a book discussion or literature circle in which each person will be assigned a different task/role to contribute to the discussion. Introduce each of the role sheets in **Student Handout: Role Sheets (appendix)** to students and explain the role each has within the discussion. (Note: There are 10 pages to the role sheets, two for each role.) Model completing the role sheets by using examples from the beginning of the book (**Chapters 1-6**). Assign or ask for volunteers for each role. (Make sure there is an even number of students for each role.) Have students work in small groups based on their assigned or volunteered roles, and to practice their roles using **Chapters 7-12**. Meet with each group to provide support and to assess understanding of each role/task.
- Ask for volunteers from each role/task group to create a mock literature circle that has each role represented. Facilitate a discussion with those students to model how a literature circle discussion would flow. Prior to facilitating and modeling a discussion, establish characteristics of a good discussion (i.e., eye contact, active listening, not interrupting, responding to what others have stated) and expectations or norms for having a discussion. Following the mock literature circle, make any needed clarification and answer any questions about the roles and/or discussion process. Have students identify the characteristics that made it a good/poor discussion.
- Have students reread pp. 87-103 and complete a role sheet to be used for a literature circle.

Day Nine

- Begin today's lesson by reviewing the characteristics of a good discussion. Students will meet as an entire class for a discussion of the book, pp. 87-103,

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and participate in a “fishbowl” literature circle. The fishbowl strategy allows the entire class to watch one group model an effective literature circle. The teacher will act as the facilitator so that students will further develop an understanding of how each role has something different to contribute to the discussion about the text. **Note:** The teacher may want to chart key points that each role contributed to the discussion. (Two professional development articles on the fishbowl technique for class discussions are located in the Professional Development section of this portfolio and novel unit.)

- **Formative Assessment:** Review student role sheets to assess understanding of role tasks and comprehension of the text.
- **Writing Portfolio:** Review the writing prompt with students; focus on the importance of gathering information for prewriting.
- Review the brainstorming activity from Day 7. Have students share some of their examples with a partner or the class, make comments, and redirect when necessary.
- Model for students an experience you selected and explain how there are different perspectives of that single event and explain the process you used to learn the truth.
- Have students identify the problem of one experience from the brainstorm list and summarize the various perspectives using **Student Handout: Mapping Your Experience (appendix)**.
- **Exit Ticket:** What was Philip’s motivation in annoying Miss Narwin? Did he achieve his goal? Explain, using textual evidence.

Day Ten

- Read Chapters 13-14 (104-126), alternating between the teacher reading/modeling, student partners or small-group reading, and students reading independently and silently. After reading, students should be prepared to answer the following questions:
 - What important role does the reporter, Jennifer Stewart, play in this story? What is she responsible for doing?
 - Why do the superintendent and principal both say there is no rule against singing “The Star-Spangled Banner”? What information are they not aware of?
 - Predict who is going to be the “scapegoat” (take the blame) for this issue. What textual evidence supports your answer?
- Distribute **Student Handout: Quotes (appendix)**. Students will work with a partner to read each quote from the book, thinking about and discussing what each underlined phrase means and to make a prediction about what all these phrases have in common. Allow students time to share responses with the whole group. Explain that the phrases are a type of figurative language. Have students do a think-pair-share to identify what type of figurative language the examples reflect. Provide the students with the definition for *idiom* on the board, chart paper, transparency, or Smartboard. (**Idiom:** *a phrase or expression that has a hidden meaning. The expression doesn’t mean exactly what the words say.*) **Note:** Optional Smartboard lesson on idioms is listed under the Instructional Resources section of this portfolio and novel unit.
- **Writing Portfolio:** Introduce the **Teaching Task Rubric (Narrative)** in the **CCS Curriculum Guide Introduction**. Advise students that this is the evaluation for the narrative they will be writing. Discuss the column headings and the proficient category.
- **Exit Ticket:** Find another idiom from the book and explain its meaning.

Day 11

- Jigsaw activity
 - Divide the students into heterogeneous groups of 4-5. Divide Chapter 15 (127-167) evenly so that each group has an equal number of pages.
 - Each group closely reads its section and discusses with group members the main ideas, supporting details, and quotes using **Student Handout: Jigsaw (appendix)**.
 - Students present the information from their section of Chapter 15 in the order they occur.
 - Students take notes on the sections as they are presented.
- Distribute **Student Handout: What is the Truth? (appendix)**. Students work with a partner or small group to read each explanation of what happened to

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Phillip in the novel. With their partner or within a small group, have students discuss which one is the truth and decide how the three explanations are different.

- **Writing Portfolio:** Review how the portfolio writing must contain different perspectives. Students should think about another person who has either experienced or witnessed the event they chose from their list. These perspectives and those who hold them also serve as the foundation for the development of characters in the narrative.
- Have students think about their personal attributes and the characteristics of those who have a perspective different from their own. Explain to students they will be responsible for gathering details about the event they choose from one or more persons. Explain the process for collecting information and details. Model for students how to devise effective questions.
- Students select one or more persons to talk to about their event and create a list of 10 questions to ask those persons about the experience they selected. Use **Student Guide: Interview Questions (appendix)** to record these questions. Students begin to interview the person they selected.
- **Exit Ticket:** What new “truths” did you learn today?

Day 12

- Review the purpose of each of the role sheets in **Student Handout: Role Sheets (appendix)** with the students. **Note:** These role sheets were previously explained and used on Day 8 of this unit.
- Explain that they will be doing their own modified literature circles in groups of four or five in which each person has a different role to fulfill and role sheet to complete.
- Assign or ask for volunteers for each role. (Make sure there is an even number of students for each role.) Note that students can be assigned to a group either by teacher selection, random selection, or by volunteering to be in a group.
- Students complete their role sheet and prepare for a discussion based on their reading of Chapter 16 (168-200). Provide students with time to complete assigned reading.
- Students need approximately 20 minutes to complete their literature circle discussion using their role sheets to assist in discussion facilitation. Explain that each student has approximately three/four minutes to share and contribute to a discussion based on his/her role, and that the group has approximately five minutes to respond to and discuss the text once each role has contributed.
- Begin a class discussion about *connotation* and *denotation* by asking students the meaning of each and to provide examples. Based on student responses, continue the discussion by reminding students that words have a **denotation**, which is *an exact dictionary meaning* and that a word may also have a **connotation**, which is *an association of feelings or images that surround the word*.
- Proceed with your own or the suggested think-aloud to build understanding: **Suggested think-aloud:** *The words grin and smirk both have a similar denotation, or mean almost the same thing. However, each word is linked to a different emotion. When a character grins, a positive image is created. The reader identifies the character with happiness and glee. When a character smirks, a negative image results. The reader has a feeling that the smile was insincere.*
- Provide students with the following sentence and model how you would explain the connotation of the underlined word.
Sample Sentence: Charlotte gurgled happily about her recent vacation. (The word gurgled suggests that Charlotte babbled in a joyful way.)
- Provide some guided practice with the following examples asking students to explain the connotation of each underlined word.
Sample Sentence: Phillip took out some wooden blocks and built elaborate towers. (The word elaborate suggests the towers were complicated and fancy.)
Sample Sentence: Charlotte chuckled and waved the cookie at him. (The word chuckled suggests Charlotte laughed contentedly to herself.)
- Provide students with the dictionary definitions or the denotation of the words **relaxed** and **lazy**. Explain that these two words mean almost the same thing, but that there is a different emotional appeal for each word. Discuss with students the differences and ask them to identify the different emotional appeal of

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each word.

- Explain to students that in *Nothing But the Truth*, the slogan for the Harrison School District uses connotation. Have students do a think-pair-share to answer: What is the different emotional appeal of the two underlined words from the Harrison School District slogan below?

**MEMO
HARRISON SCHOOL DISTRICT
Where Our Children Are Educated, Not Just Taught**

- **Exit Ticket:** Explain the difference in connotation between the words “Educated” and “Taught.”

Day 13

- Read Chapters 17-20 (201-212), alternating between the teacher reading/modeling, students partnering or small-group reading, and students reading independently and silently.
- Students then conduct a **close read** of selected text from pp. 203-204, annotating the text and answering the text dependent questions in groups.

Text Passage Under Discussion	Vocabulary	Text Dependent Questions for Students
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> 7:40 A.M. Conversation between Philip Malloy and Ken Barchet on the way to the school bus </div> <p>Philip Malloy: What’s happening? Ken Barchet: Nothing. What’s with you? I thought maybe you weren’t going to school.</p> <p>Philip Malloy: My folks... Ken Barchet: Did you hear what Allison and Todd were planning to do?</p> <p>Philip Malloy: No, what? Ken Barchet: They want to get a petition going to get you to say you were wrong. (Q1)</p> <p>Philip Malloy: No way. Ken Barchet: And you know who gave them the idea? Philip Malloy: No. Ken Barchet: Coach Jamison. (Q2) Philip Malloy: You kidding? Ken Barchet: That’s what Brian told me. Want me to start another petition to get Narwin to apologize?</p>	<p>petition: demand for action with signatures</p>	<p>(Q1) Based upon what we know about Allison, why do you think she wanted to get a petition to say Philip was wrong?</p> <p>(Q2) Who is Coach Jamison? Why is it significant to the plot that he had the original idea for the petition against Philip? What does this mean to Philip?</p>

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<p>Or we could get you to sing together. Be boss.</p> <p>Philip Malloy: Would you stop bugging me!</p> <p>Ken Barchet: Hey, man, can't you take a joke?</p> <p>Philip Malloy: Forget it!</p> <p>Ken Barchet: Hey! Come on, Phil. Where you going? I was just kidding! (Q3-4)</p>	<p>boss: (slang) cool; amazing</p>	<p>(Q3) Based upon Philip's previous actions, what is ironic about how Philip reacts to the information Ken has given him?</p> <p>(Q4) What "truth" has Philip learned about his teachers and classmates based upon this conversation?</p>
--	---	--

- **Writing Portfolio:** Students select a graphic organizer to use to structure their writing. Before beginning this lesson, students should have their interview questions completed. Explain how using graphic organizers helps writers structure their stories: it allows them to write more efficiently and effectively by providing a skeleton of the story. Explain how narratives should follow a logical format with a beginning, middle, and end, with the use of appropriate transitions (*Write Source*, 38,108).
- Explain how graphic organizers can also be used to organize writing. Refer to *Write Source* (548-549). Students will create a graphic organizer with the information they have collected from their interview and their own recollections of the event they have chosen.
- **Exit Ticket:** Who was damaged the most by the events in *Nothing But the Truth*: Philip or Miss Narwin? Explain, citing evidence from the text.

Day 14

- Have students reread "Discussion in Miss Rooney's Homeroom Class, Washington Academy," emphasizing Philip's response to Miss Rooney's question. Conduct a class discussion on these two questions: Why did the book end this way? What is ironic about the ending?
- Allow time for revisiting the **anticipation guide** from **Day 2** so students can compare their thoughts about truth from before the reading of the novel to after the reading of the novel. How have the viewpoints changed? Why?
- Students meet in assigned groups to complete a group project based on the novel.
- Use **Student Handout: Final Group Project (appendix)**, which identifies a list of suggested extension projects. The group picks one project to complete and present on Day 16.
- **Writing Portfolio:** Students begin writing drafts of their narratives with a focus on effective introductory paragraphs (*Write Source* 80, 109). Explain the importance of sensory language to capture the attention of readers and the usage of precise words and phrases. Use *Write Source* (531-533).
- **Exit Ticket:** What is ironic about Philip's response to Miss Rooney's question? Why is it ironic?

Day 15

- Students continue to work on their group project. By the end of today, students should be prepared to facilitate a 5-minute presentation on their project with both written and visual presentations.
- **Writing Portfolio:** Students share their introductory paragraph with their group for revising purposes.
- **Exit ticket:** Students respond in writing to the following prompt: Which project has your group chosen to complete? What is your role in this project? What will you do to insure success in the project?

Day 16

- Give students twenty minutes to finish and make changes to their project. Students who do not need this time may work on their narrative writing.
- The rest of the period will be for group presentations. Students and teacher are to complete the **Student Handout: Presentation Rubric (appendix)** following each group presentation.

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- **Formative Assessment:** How well did students present their projects? Did it demonstrate knowledge of the novel and the theme of “truth”?
- **Exit Ticket:** Evaluate your group presentation. What was well done? What could have been done better?

Day 17

- Review the **Teaching Task Rubric (Narrative)** in the **CCS Curriculum Guide Introduction**. Remind students that these are the standards students should meet or exceed in writing their narratives.
- **Writing Portfolio:** Write the first draft of the narrative. Refer to *Write Source* (107-112).
- Explain to students the importance of a strong conclusion for their narratives. Review the writing prompt and explain to students that the theme of “truth” should be evident in the ending. Pose the question of whether the truth is revealed or not. If not, students should revise the ending.

Day 18

- Remind students they should be finished with their initial drafts of their narratives.
- **Writing Portfolio:** Revise and edit narrative by looking at *Write Source* (113-128). Explain to students they will participate in a peer editing activity today. Student partners will read each other’s narratives silently and then aloud. Students will check each other’s work for meaning and conventions.
- Model how to edit a student’s work, using the **Student Handout: Peer Editing Response Sheet (appendix)**.
- Students will peer edit and complete the **Peer Editing Response Sheet**.

Day 19

- **Writing Portfolio:** Write the final copy of the portfolio writing narrative.

Extension Activities: Interdisciplinary Connections

Social Studies: Students will research the first amendment to determine if Phillip’s rights were violated in the novel.
<http://www.firstamendmentcenter.org> – web site on first amendment rights

Language Arts:

1. Students will have a debate between Phillip, Miss Narwin, vice-principal, principal, school board member, or school superintendent on whether Phillip’s rights were violated when he was suspended from school.

Instructional Resources

- www.pearsonsuccessnet.com *Interactive Digital Path* Unit 1: Writing Workshop - From the Author’s Desk video
- **Teaching Task Rubric (Narrative)** in the *CCS Curriculum Guide Introduction*

Integration of Knowledge and Ideas (Strategies for Diverse Learners)

- [Smartboard Lesson: Idioms](#)
- Audiobook of *Nothing But the Truth*
- **Writing and Revising** - Unitedstreaming: A Segment of [Discovering Language Arts: Intermediate: Writing](#)
- **Editing and Publishing** - Unitedstreaming: A Segment of [Discovering Language Arts: Intermediate: Writing](#)

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Professional Articles		
<ul style="list-style-type: none"> • NCTE Beliefs about the teaching of writing National Council of Teachers of English Beliefs About the Teaching of Writing • “Narrative as a Springboard for Expository and Persuasive Writing: James Moffett Revisited” by Barbara J. Radcliffe • “Classroom Strategies: Sentence Combining and Reading” by Jeff Anderson www.pearsonsuccessnet.com <i>Interactive Digital Path</i> Resources and Downloads: Expert Articles • The Fishbowl - a strategy for classroom discussions • Fishbowl: Building Dynamic Groups • <i>Digital Storytelling: Extending the Potential for Struggling Writers</i> by Ruth Sylvester and Wendy-Lou Greenidge 		
English Language Arts Connections		
Reading	Language	Speaking and Listening
Incorporate Common Core Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. http://www.corestandards.org	Incorporate Common Core Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. http://www.corestandards.org	Incorporate Common Core Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org

Nothing But the Truth

**by
Avi**

APPENDIX

Your First Amendment Rights

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

— The First Amendment to the U.S. Constitution

There are 5 separate rights mentioned in this amendment. Make a list of these rights:

freedom of _____, freedom of _____,
freedom of _____, freedom of _____,
freedom to _____.

Write down your thoughts about the First Amendment. What does it mean to you in your own words?

Article about the First Amendment

The First Amendment was written because at America's inception, citizens demanded a guarantee of their basic freedoms. Our blueprint for personal freedom and the hallmark of an open society, the First Amendment protects freedom of speech, press, religion, assembly and petition. Without the First Amendment, religious minorities could be persecuted, the government might well establish a national religion, protesters could be silenced, the press could not criticize government, and citizens could not mobilize for social change.

When the U.S. Constitution was signed on Sept. 17, 1787, it did not contain the essential freedoms now outlined in the Bill of Rights, because many of the Framers viewed their inclusion as unnecessary. However, after vigorous debate, the Bill of Rights was adopted. The first freedoms guaranteed in this historic document were articulated in the 45 words written by James Madison that we have come to know as the First Amendment.

The Bill of Rights — the first 10 amendments to the Constitution — went into effect on Dec. 15, 1791, when the state of Virginia ratified it, giving the bill the majority of ratifying states required to protect citizens from the power of the federal government.

The First Amendment ensures that “if there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or force citizens to confess by word or act their faith therein,” as Justice Robert Jackson wrote in the 1943 case *West Virginia v. Barnette*. And as Justice William Brennan wrote in *New York Times Co. v. Sullivan* in 1964, the First Amendment provides that “debate on public issues ... [should be] ... uninhibited, robust, and wide-open.”

However, Americans vigorously dispute the application of the First Amendment. Most people believe in the right to free speech, but debate whether it should cover flag-burning, hard-core rap and heavy-metal lyrics, tobacco advertising, hate speech, pornography, nude dancing, solicitation and various forms of symbolic speech. Many would agree to limiting some forms of free expression.

Most people, at some level, recognize the necessity of religious liberty and toleration, but some balk when a religious tenet of a minority religion conflicts with a generally applicable law or with their own religious faith. Many Americans see the need to separate the state from the church to some extent, but decry the banning of school-sponsored prayer from public schools and the removal of the Ten Commandments from public buildings.

Further, courts wrestle daily with First Amendment controversies and constitutional clashes, as evidenced by the free-press vs. fair-trial debate and the dilemma of First Amendment liberty principles vs. the equality values of the 14th Amendment. Such difficulties are the price of freedom of speech and religion in a tolerant, open society.

<http://www.firstamendmentcenter.org/about-the-first-amendment>

Anticipation Guide

Nothing But the Truth

<u>Before Reading Novel</u>		Statement	<u>After Reading Novel</u>	
Agree	Disagree		Agree	Disagree
		<p>Everyone is entitled to his/her own opinion, but not his/her own facts.</p> <p>-Daniel Patrick Moynihan</p>		
		<p>If you tell the truth, you don't have to remember anything.</p> <p>-Mark Twain</p>		
		<p>There is no truth. There is only perception.</p> <p>-Gustave Flaubert</p>		
		<p>One truth out of context can prove very dangerous.</p> <p>-Gregory Phillips</p>		
		<p>False history gets made all day, any day. The truth of the news is never on the news.</p> <p>-Adrienne Rich</p>		
		<p>All truths are easy to understand once they are discovered; the point is to discover them.</p> <p>-Galileo Galilei</p>		

Genre



A literary genre is a type of text that is identified by its style, form, or content.

Nothing But the Truth is called a “documentary novel.”

Documentary novels can be fiction if all of the different types of writing formats come from the author’s imagination or it can be nonfiction if all of the different types of writing are derived from real people and real situations.

Nothing But the Truth is a novel told in the form of school memos, diary entries, letters, radio talk show transcripts, and dialogue. It is still considered fiction because the author writes these different types of writing from his imagination. This is not a true story.

Text Types in *Nothing But the Truth*

Look through the novel to see how many different text types you can find.
Record them on the chart below.

Text Type	# of times it appears	Purpose of text type
<i>Example: Philip's Diary Entries</i>	<i>10</i>	<i>Allows us to hear Philip's inner thoughts</i>

Look at all the different writing formats used in the novel. How many different types are there? _____

Why do you think the author chose to write the novel using these formats? What does it add to or take away from the novel?

Point of View

The point of view is the character (or observer) in a selection who tells readers/viewers/listeners the story. A skilled author can suppress his/her personal feelings, opinions, perspectives, or biases and become that narrator – telling the story as his/her narrator would see it.

Author: The person or people who write a story.

Narrator: The character or observer telling the story to the reader/listener/viewer.

First-person: The narrator takes part in a story. The author uses pronouns like I, me, mine to show his personal point of view.

Third-person: The narrator is not a part of the story. The author uses pronouns like she, he, him, her, they.

- **Omniscient:** All-knowing narrator. The narrator knows everything about all of the characters and the events of the story. The author decides what the narrator discloses about the character(s) and the events.
- **Limited omniscient:** All-knowing narrator about one or two characters, but not everything and everybody.

Objective: The narrator is unnamed and/or unidentified. An objective narrator simply reports on events and lets the reader supply the meaning.

Subjective: The narrator takes on the mindset of one (or more characters). The narrator shares opinions or makes judgments about events, other characters, and the characters' motivations.

Can you identify the point of view of *Nothing But the Truth*? Why or why not? Explain.

Can You Identify Point of View?

Part A: Excerpts from the Novel: Identify Point of View

Directions: Next to each excerpt, identify whose point of view is shown (who is speaking).

1. "Winter term exams next week. Hate them. Studying is so boring! I read the biology book for about twenty minutes tonight." _____
2. "Say, 'Today in history...'" (Please consult Book of Days in Principal's office for appropriate references. Limit is three items.)" _____
3. "Yes, I could take early retirement." _____
4. "Mr. Lunser: Seems there aren't any, for which we can all be grateful. Anyway, Phillip needs the time to study for his exam." _____

Part B: What is the Point of View?

Directions: After reading the first two chapters in the book, identify the type of point of view in which each example is written (e.g., first person subjective, third person omniscient objective, etc.).

Memo p.1 _____

Diary of Phillip Malloy p.3 _____

Letter by Miss Narwin p.4 _____

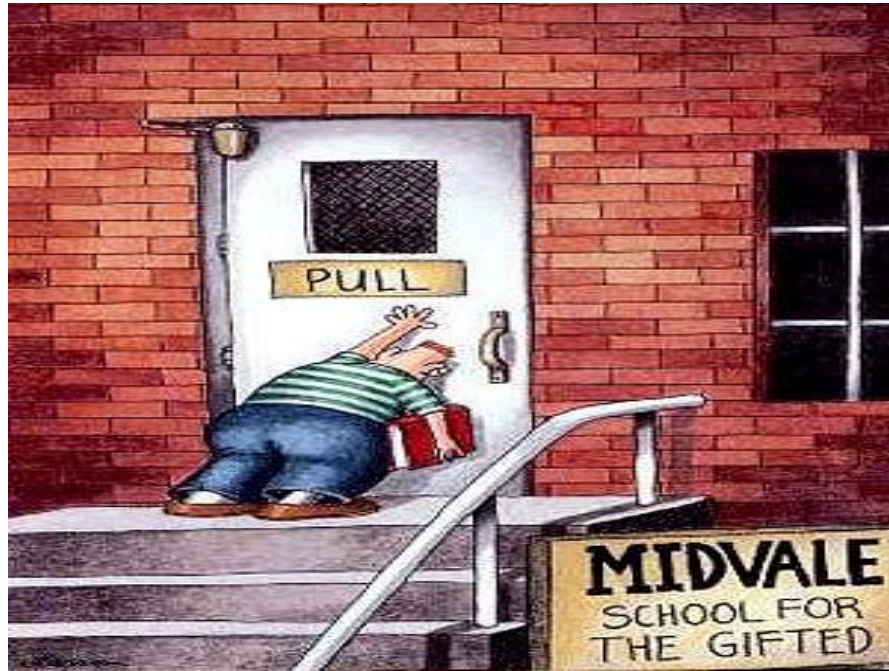
Class discussion p.7 _____



Inferences

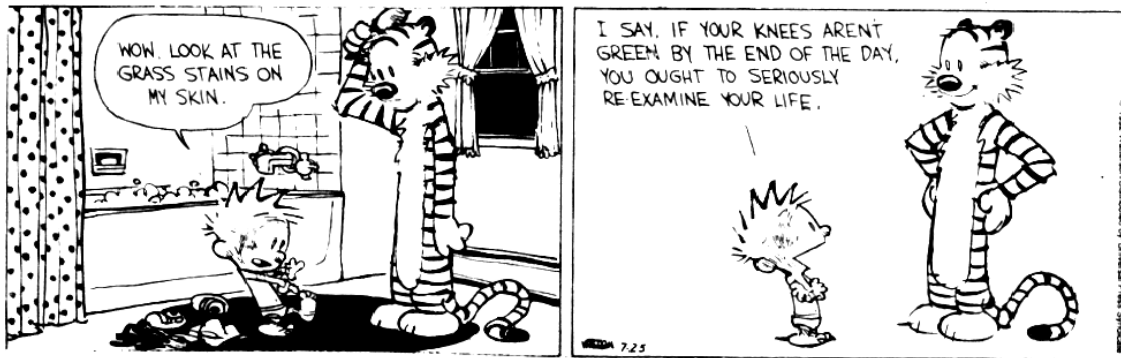
An **inference** is the ability to make connections between what is in the text and what you already know about life. It is an educated guess.

Comic #1:

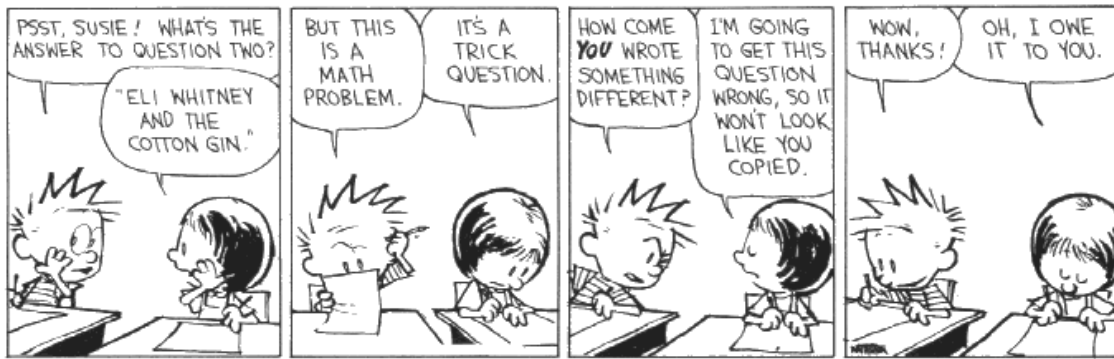


Comic #2:

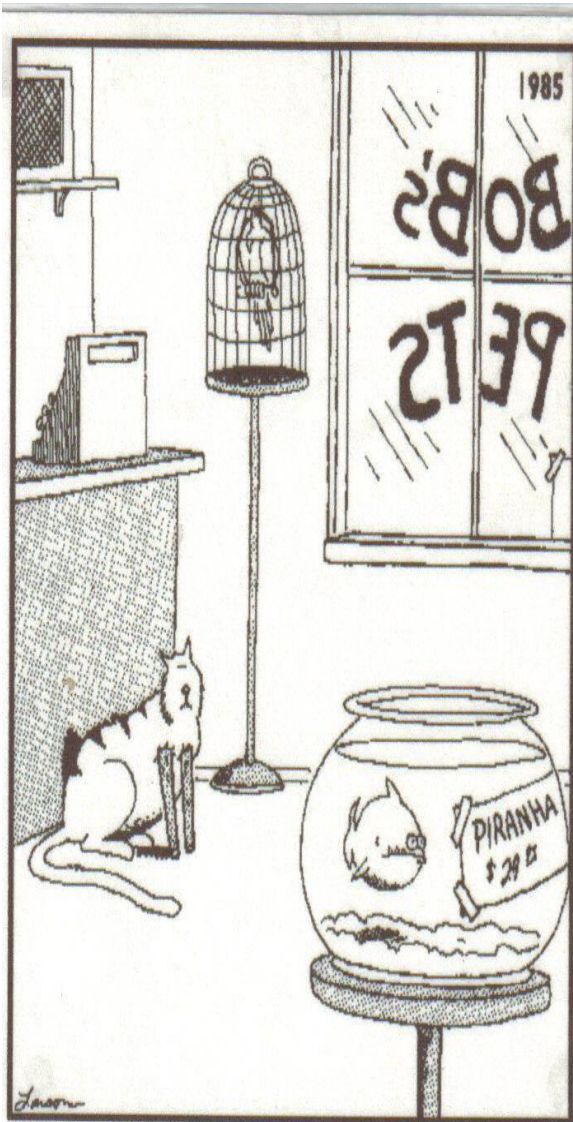
Calvin and Hobbes



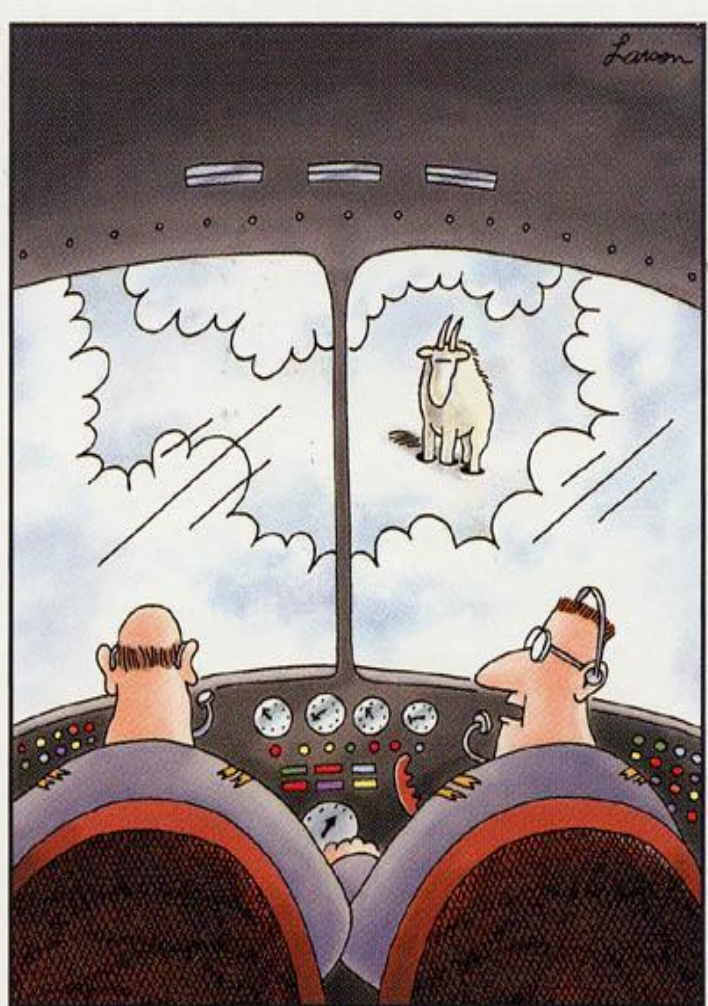
Comic #3:



Comic #4



Comic #5



"Say ... what's a mountain goat doing way up here in a cloud bank?"

Close Read Chapter 9

From *Nothing But the Truth* pp. 37-38

10:40 P.M.

From the Diary of Philip Malloy

Folks got my grades. Ma asked me a few things about them before supper. I didn't say much. Then, afterward, Dad talked to me. About the grades. Wasn't that he blew his stack or anything. I told him the truth. He seemed to understand. But then he asked about my being on the track team. Didn't know what to say. If I told him what happened he would have been really mad. So I just said I decided I wouldn't go for the try-outs.

That got him upset.

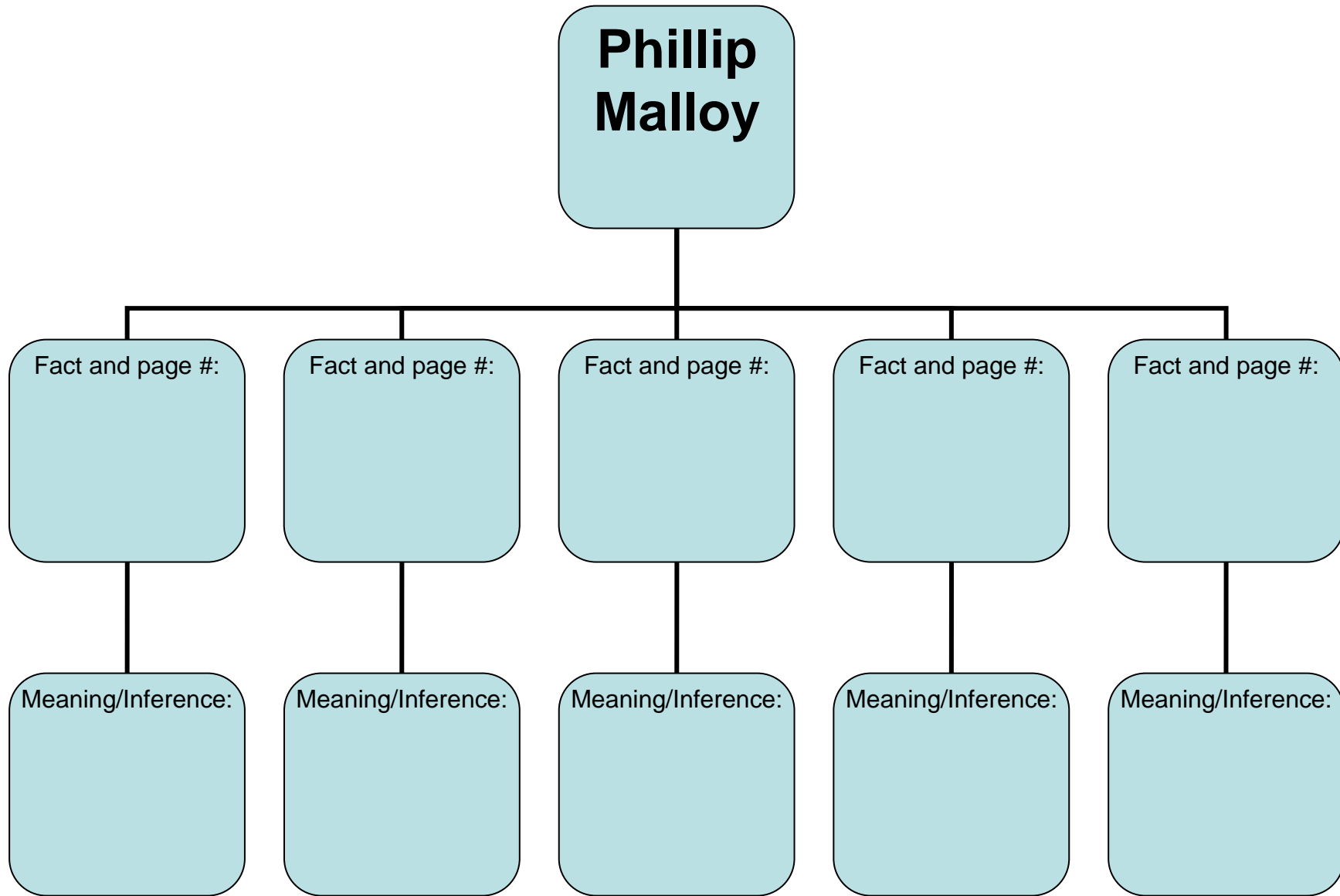
I just realized two things that make me want to puke. Track practice starts tomorrow and I'm not on the team. Also, I start homeroom with *Narwin!!!!* Can't stand even looking at her. I have to find a way to get transferred out.

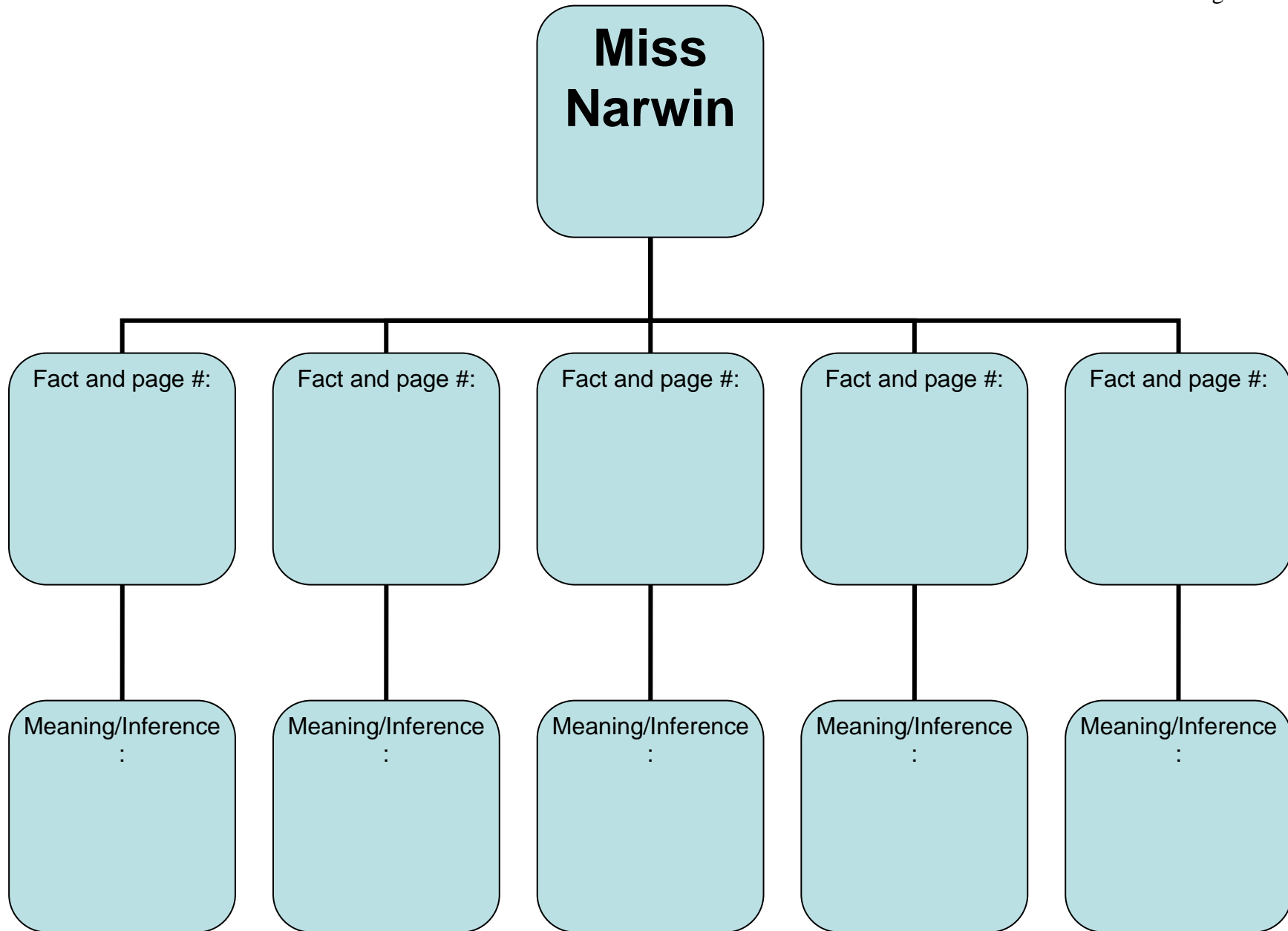


Making Inferences

A documentary novel requires the reader to be a detective and look for clues. These clues in the novel will give information that will enable the reader to draw a conclusion or make an inference. When you are finished filling in the graphic organizer on the attached page, write a paragraph below describing Phillip based on your inferences.

Now write a similar paragraph about Miss Narwin, using the clues from her graphic organizer.





Name _____

Brainstorming the Truth

Brainstorm a list of at least four experiences with one or more conflicting perspectives. In other words, the story can be told by someone who was there other than yourself.

Experience A

1. Description _____

2. Conflict _____

Experience B

1. Description _____

2. Conflict _____

Experience C

1. Description _____

2. Conflict _____

Experience D

1. Description _____

2. Conflict _____

Narrative Prompt:

How does perspective shape the truth? After reading *Nothing But the Truth*, write a narrative about a personal experience in which different perspectives made it challenging to learn the truth. Interview a person whose perspective was different from your own and use both perspectives in your narrative. **L2** Use point of view and organization strategies (e.g., as in *Nothing But the Truth*) to develop your work.

Role Sheet

Discussion Director

Name: _____

Book: _____

Assignment: pages _____ to _____



Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book and direct the discussion by asking each member for his/her input based on his/her current role. Don't worry about the small details; your task is to help people talk over the "big ideas" in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings and concerns as you read, which you can list below, during or after your reading.

Possible discussion questions or topics for today:

1. _____
2. _____
3. _____
4. _____
5. _____

Sample Questions:

What was going through your mind while you read this chapter/section?

What questions did you have when you finished this chapter/section?

Did anything in this chapter/section surprise you?

Can anyone predict what will happen next?

Role Sheet

Discussion Director

Name: _____

Novel you're reading:

Pages read to prepare for this discussion: _____

As the Discussion Director, it is your job to write down some good questions that you think your group would want to talk about. List a minimum of five thought provoking questions below. (Think of these starters: Why..., If..., What..., Who..., and How...)

1.)

2.)

3.)

4.)

5.)

Role Sheet

Art Director

Name: _____

Book: _____

Assignment: pages _____ to _____



Art Director: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart or stick-figure scene. You can draw a picture of something that's discussed specifically in the chapter/section, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay – you can even label things with words if that helps. **Make your drawing on this paper. If you need more room, use the back.**

Presentation Plan: When the Discussion Director invites your participation, you may show your picture without comment to the others in the group. One at a time, they get to speculate what your picture means, to connect the drawing to their own ideas about the reading. After everyone has had a say, you get the final word: tell them what your picture means, where it came from, or what it represents to you.

Role Sheet

Art Director

Name: _____

Novel you're reading:

Pages read to prepare for this discussion:

As the Art Director, it is your responsibility for sharing an artistic representation of the material you read for today's Literature Circle. Some ideas for sharing may include: a character, the setting, a problem, an exciting part, a surprise, a prediction, or anything else. Examples of genres for expression may include:

- * Artwork
- * Music
- * Poetry
- * Collage
- * Mobile

Have fun! Let your imagination soar!

What I shared: _____

In the space below, please provide a written description of what you shared and explain how it represents a facet of the assigned reading.

Role Sheet

Wild and Wacky Word Finder



Name: _____

Book: _____

Assignment: pages _____ to _____

Wild and Wacky Word Finder: Your job is to find at least 4 important, interesting, powerful, new, or tricky vocabulary words within the book your group is reading. Words chosen could be unfamiliar, different, puzzling, funny, used in an unusual way, or interesting. You will share the words and why you chose the word with your group and have them talk about the words chosen. Try to get the group to decide what the words mean based on the story or passage and provide them with the dictionary definition to help with understanding.

Word 1 _____ Page Number _____ Paragraph Number _____
Definition

Reason for Picking Word _____

Word 2 _____ Page Number _____ Paragraph Number _____
Definition

Reason for Picking Word _____

Word 3 _____ Page Number _____ Paragraph Number _____
Definition

Reason for Picking Word _____

Word 4 _____ Page Number _____ Paragraph Number _____
Definition

Reason for Picking Word _____

Possible reasons for picking a word: important, funny, different/unique, puzzling/confusing, unfamiliar, or interesting

Role Sheet

Wild and Wacky Word Finder

Name: _____

Novel you're reading: _____

Pages read to prepare for this discussion: _____

As the Wild and Wacky Word Finder, it is your job to look for especially important vocabulary words within the book your group is reading. Words chosen should be:

* Important * Unfamiliar * Different * Puzzling

* Funny * Used in an unusual way * Interesting

List a minimum of 5 words you feel would be worth discussing with your group.

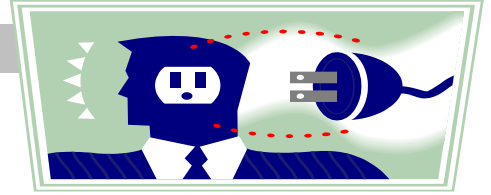
Word selected and page # where found:	Definition based on context – can use dictionary if needed	Reason word was selected:

When your group members meet, help them find and discuss the words you have chosen. You might discuss the following:

- How does the word fit in the story?
- How does this word make you feel?
- What images does this word evoke?
- Does this word carry any specific connotations?

Role Sheet

Connector Director



Name: _____

Book: _____

Assignment: pages _____ to _____

Connector Director: Your job is to connect the contents of the reading to current or past real world events and experiences. You will also connect the reading to other forms of literature, music, art, and/or media.

Real World Connections: Relate current reading to real situations.

Experiences: Relate current reading to real experiences you or others have had.

Literature and Media Connections: Relate current reading to other books, movies, art, television, music and other media.

Role Sheet

Connector Director

Name: _____

Novel you're reading: _____

Pages read to prepare for this discussion: _____

As the Connector Director, it is your job to find connections between the novel your group is reading and the outside world. This means connecting the reading to:

- * Your own life * Happenings at school or in the neighborhood
- * Similar events at other times and places * Other books or stories
- * Other writings on same topic * Other writings by the same author

Think about a minimum of two connections today's reading reminded you of. List the connection and explain how the events are similar.

1.)

2.)

Role Sheet

Character Analyzer

Name: _____

Book: _____

Assignment: pages _____ to _____

Character Analyzer: Your job is to identify the character traits of the main character(s) and state your proof to support your ideas. Use the ten attributes from the Character Education posters for suggestions.



List the main character's traits and give a reason for your answer.

Role Sheet

Character Analyzer

Name: _____

Novel you're reading: _____

Pages read to prepare for this discussion: _____

As the Character Analyzer, it is your job to share observations you have about the main character(s). Select three adjectives that describe one or more of the characters in your novel, and support your selection with an example taken from your reading assignment.

Character	Specific Example of Behavior/Action:
Character: Adjective:	Page: _____ Paragraph: _____
Character: Adjective:	Page: _____ Paragraph: _____
Character: Adjective:	Page: _____ Paragraph: _____

Common Character Traits: A List of Adjectives

adventurous	awesome	artistic	athletic	active
beautiful	brave	bold	bossy	cheerful
curious	creative	courageous	considerate	daring
impulsive	dainty	dangerous	exciting	entertaining
energetic	funny	fighter	friendly	fun-loving
gentle	generous	happy	humble	hostile
honest	intelligent	independent	inventive	a leader
lazy	messy	mischievous	mean	neat
nasty	nice	nosy	loyal	poor
proud	pretty	quiet	rich	respectful
rad	sad	sloppy	serious	successful
shy	short	smart	studious	selfish

Close Read Chapter 17

From *Nothing But the Truth* pp. 203-204

7:40 A.M.
Conversation
between Philip Malloy and Ken Barchet
on the way to the school bus

Philip Malloy: What's happening?

Ken Barchet: Nothing. What's with you? I thought maybe you weren't going to school.

Philip Malloy: My folks...

Ken Barchet: Did you hear what Allison and Todd were planning to do?

Philip Malloy: No, what?

Ken Barchet: They want to get a petition going to get you to say you were wrong.

Philip Malloy: No way.

Ken Barchet: And you know who gave them the idea?

Philip Malloy: No.

Ken Barchet: Coach Jamison.

Philip Malloy: You kidding?

Ken Barchet: That's what Brian told me. Want me to start another petition to get Narwin to apologize? Or we could get you to sing together. Be boss.

Philip Malloy: Would you stop bugging me!

Ken Barchet: Hey, man, can't you take a joke?

Philip Malloy: Forget it!

Ken Barchet: Hey! Come on, Phil. Where you going? I was just kidding!

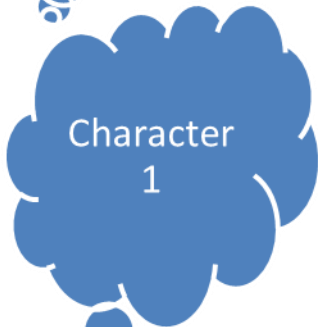
Name _____

Mapping Your Experience

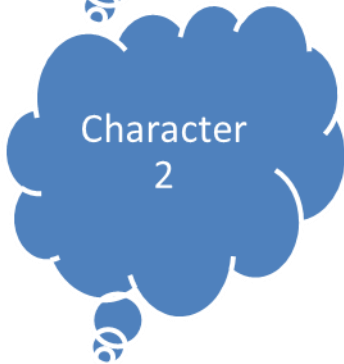
Briefly summarize the thoughts, feelings, words and actions of everyone who is a part of the experience you selected.



- Thoughts, words, feelings, actions
- _____
- _____
- _____



- Thoughts, words, feelings, actions
- _____
- _____
- _____



- Thoughts, words, feelings, actions
- _____
- _____
- _____

Taking a stand for _____

State the conflict _____

Quotes

Directions: Read each quote. Try to figure out the meaning. Then look in the book at the page number indicated and read the quote in context. What does it mean? Write your explanation under each quote.

1. “The two of us would be front-of-the-line.” p.4

Meaning:

2. “Try to make a joke--lighten things up a bit--she goes all flinty-face. Shift to sweet, she goes sour.” p.4

Meaning:

3. “She was trying to keep from cracking up.” p.23

Meaning:

4. “You’re right to be bugged.” p.57

Meaning:

5. “Could you shed some light on this?” p.113

Meaning:

Name _____

Jigsaw Activity

Directions: Your group will receive a section of Chapter 15 of *Nothing But the Truth*. Closely read the section you have been assigned. Below, write down the main idea and supporting details from your section:

Main idea:

Supporting details:

Each person in your group should focus on one of the following types of information as you go back to reread your section. All students should share the information you have found with others in your group.

Character: What actions did the characters take in reaction to the incident? What inferences can you make about their character based upon these actions?

Language: List some idioms, vivid verbs, or other figurative language Avi uses in your section. Explain how Avi uses this language to further the events in the story.

What is the Truth?

Explanation #1:

Ninth grader Philip Malloy hums along with the daily tape of "The Star-Spangled Banner" when it's played in homeroom. Margaret Narwin, teacher of English, sends Philip to the vice principal's office for breaking a faculty rule that requires students at Harrison High School to stand at "respectful, silent attention" during playing of the national anthem.

Explanation #2:

On March 28, March 29, and March 30, Philip Malloy deliberately caused a disturbance in his homeroom class (Margaret Narwin, a teacher of twenty years' standing) by singing the national anthem in a loud, raucous, *disrespectful* fashion, thereby drawing attention to himself and away from the words. There are strong indications that he was acting out some personal animosity toward the teacher in question for reasons unknown. His school performance has been inferior. (It has been suggested that there may be problems in the home arena. Please note, however, that the law *requires* schools to keep such personal information confidential.)

Explanation #3:

A tenth grader was suspended from his local school because he sang "The Star-Spangled Banner" during the school's morning exercises. The boy, Philip Malloy, who wished to sing in the spirit of patriotism, was then forced to remain home alone, since both his parents work. English teacher, Margaret Narwin, who brought about the suspension, maintains the boy was making a nuisance of himself.

- With a partner, read each explanation of what happened to Phillip in the book.
- Discuss which one is the truth. What evidence from the text backs up your claim?
- Decide how the three are different. What specific facts vary?
- Share your responses with the class.

Name _____

Interview Questions

Select and interview one person whose perspective about the experience is different from your own.

Interviewee _____

Interviewing Tips:

- A. Make sure the person interviewed knows enough about the experience.
- B. Make a list of questions in advance.
- C. Listen carefully as the person answers the questions.
- D. Take brief notes of the main ideas.
- E. Thank the person at the conclusion of the interview.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Final Group Projects

Extension Activity #1:

Below is the transcript from the radio talk show host Jake Barlow. The media often reports the truth by using connotation to create a bias in the reader or listener. As a group, identify the words or phrases that have a connotative meaning and then rewrite the transcript to make it as factual as possible without any bias.

Bias: an unfair preference for or dislike of something

Transcript from the Jake Barlow Talk Show

JAKE BARLOW: Then there's the president, who's said he would *be* an education president. But he's got his work cut out for him. I'm telling you because here's a bit of a story, bit of a story, that came in over the wires. Don't know if you saw this. Let me read it to you. Now, listen up! This is America. I mean it! **WLRB** asking you--Jack Barlow asking you--what you think of *this*. Now, remember, I'm not making this up. None of it. I'm *reading* it!

"KICKED OUT OF SCHOOL FOR PATRIOTISM."

Right. You heard me correct. **"KICKED OUT OF SCHOOL FOR PATRIOTISM."** But you ain't heard nothing yet. Listen to this!

"Harrison, New Hampshire."

Where in the *world* is Harrison? In the United States? In America? Listen up, New Hampshire. All their auto plates read "Live free or die." Well, something died, because this is what is going on there right now! Here it is. The whole story. Right in the morning news. I'm just quoting.

"A tenth grader was suspended from his local school because he sang 'The Star-Spangled Banner' during the school's morning exercises. The boy, Philip Malloy, who wished to sing in the spirit of patriotism, was then forced to remain home alone, since both his parents work. English teacher Margaret Narwin, who brought about the suspension, maintains the boy was making a nuisance of himself."

Would you believe it? Would you believe it? Okay, this is **WLRB**, all-talk radio. Take a short break, then come right back to talk about whatever you want. Man, but I'm telling you: what's happening to this country!

Extension Activity #2:

(ACTING) Divide the group and reenact the scene in which Philip hummed the National Anthem. One person in the group can play the part of Mrs. Narwin, another Philip, and the last two can play other students (such as Allison and Ben). Try to come up with a scenario that might have avoided the conflict that arose. How might the characters have acted (and reacted to each other) differently? Take turns presenting your scenarios to the class and decide together which was the most effective.

Extension Activity #3:

Write a 1 page journal entry from the point of view of Philip, Miss Narwin, Coach Jamison, and Dr. Gertrude Doane 10 years later. What do they think about what happened when they've grown older? In the journal entry, they must discuss this incident with Phillip now that they have had time to think about the consequences of everything that happened. Each member of the group will write a 1 page entry for a different character and share it with the class.

Extension Activity #4:

Money is a key motivating factor in this novel. Discuss how money shapes the story from the point of view of Mr. Malloy (Philip's father), Dr. Seymour (the superintendent), and Dr. Doane (the principal). How did each person's money issues affect the outcome of this story? You will need to dig deeply into the novel to find how money played an important role in determining what truth was told. As a group, write three paragraphs, one for each character, about the role that money played in deciding the truth.

Extension Activity #5

Find 2 newspaper articles with different points of view about the same topic and critique them using the following questions:

- What is the topic of the articles?
- What perspective(s) or point of view(s) does each author explain?
- Which article presents the more "factual" statement? (statements that could be proven/disproven)
Give two examples of these statements.
- Which article presents more figurative language? Give two examples of the figurative language used.
- Take a group vote on which article seems to be more "true."
- Using chart paper, draw a Venn diagram for the two articles, showing their similarities and differences. Include a statement about which article seemed more true to your group and why. Present your findings to the class.

Extension Activity #6

Using pieces of computer paper taped together, create a timeline of the major events in the book. Each member of the group is responsible for coming up with at least three major events which that member will share with the rest of the class. Illustrate the timeline and remember to make it easy to understand and read since you will be sharing with the rest of the class. You should be able to discuss which events in the timeline had a significant effect upon the truth.

Presentation Rubric

Evaluating Student Presentations					
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact but frequently returns to notes.	Student maintains eye contact with audience, seldom returns to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

Name of students in group: _____

Name of evaluator: _____

Peer Editing Response Sheet

Writer _____ Reader _____

Title of Narrative _____

What I really **like** about the writing (specific words, phrases, techniques):

What I would **improve** (specific areas of improvement):
