***Nothing But the Truth***

* **We will read the book in class using a Reader’s Theater format and everyone will have the opportunity to be a reader.**
* **If you are absent, you will need to check a book out from the library and read it as homework. You may need a note from Miss Fast to do this.**
* **We will have class discussions about the book. Everyone is expected to be an active participant in the discussions.**
* **We will be doing short writing assignments based on the book.**

**Class Participation Grading**

|  |  |
| --- | --- |
| **Grade** | **To qualify for this grade you must satisfactorily:** |
| **A** | * **Read a minimum of three times**
* **Complete all of the written work**
* **Actively participate in class discussions**
 |
| **B** | * **Read a minimum of two times**
* **Complete all of the written work**
* **Actively participate in class discussions**
 |
| **C** | * **Read at least one time**
* **Complete at least four of the written assignments**
* **Participate in class discussions**
 |
| **D or F** | * **Not complete one of the requirements above**
 |

**Schedule**

|  |  |
| --- | --- |
| Date | **Pages Read on These Days** |
| March 17 | Read pages 1-33 |
| March 18 | Read pages 33-46 |
| March 19 | Read pages 46-67 |
| April 1 | Read pages 68-86 |
| April 2 | Read pages 87-105 |
| April 6 | Read pages 106-127 |
| April 7 | Read pages 128-146 |
| April 8 | Read pages 146-167 |
| April 9 | Read pages 168-177 |

* **When we finish reading the book you will be asked to pick a side from the story, Philip’s or Mrs. Narwin’s, and use examples from the text to defend your position. It does not matter who is right or wrong in the end of the story as long as you can back up your position.**

# Day one

* What is truth?
* How does perspective or point of view affect the truth?
* How does an author change point of view by changing the way the story is told?
* Assign students to read parts.

**Day two**

* Review how to read fluently
* Assign parts for pages 1-33.

|  |  |  |
| --- | --- | --- |
| Dr. Palleni | Dr. Doane | Coach Jamison |
| Philip | Student | Mr. Malloy |
| Ms. Narwin | Allison | Ms. Malloy |
| Mr. Lunser | Sup’t Seymour |  |

* Finish reading pages 1-33
* Questions
	1. *What has happened so far?*
	2. *Who are the characters in the story?*
	3. *What do you know about Philip?*
	4. *What do you know about Miss Narwin?*
	5. *How are you learning about the characters in the story?*
* Writing assignment #1

**Day three**

Assign parts for pages 33 through 46.

|  |  |  |
| --- | --- | --- |
| Mr. Malloy | Ken Barchet | Allison |
| Philip | Student-Lisa | Student-Joseph |
| Ms. Narwin | Student-Gloria | Mr. Benison |
| Mrs. Malloy | Dr. Doane | Todd Becker |
| Roger Sanchez | Mr. Lunser |  |

Questions

1. *What does Philip do that gets him in trouble in homeroom? (page 42)*
2. *Compare and contrast Ms. Narwin and Philip’s situations.*

**Day four**

Assign parts for pages 55-81

|  |  |  |
| --- | --- | --- |
|  Philip | Student |  |
| Allison | Dr. Doane |  |
| Janet  | Dr. Palleni |  |
| Mr. Malloy | Mr. Dexter |  |
| Ms. Narwin | Ms. Malloy |  |

Questions:

1. *How Philip’s friends view his problems with Ms. Narwin?*
2. *How do other people view Ms. Narwin’s problems?*
3. *What are the communication problems that are taking place in the story?*
4. *How do Philip and Ms. Narwin’s perspective differ?*

**Day five**

Assign parts for pages 82-103

|  |  |  |
| --- | --- | --- |
| Philip | Allison |  |
| Ms. Malloy\ | Mr. Malloy |  |
| Dr. Palleni | Ted Griffen |  |
| Ms. Narwin | Jennifer Stewart |  |
| Ken Barchet |  |  |

Questions

* + *What is foreshadowing? (Hints given by the narrative or author, of what is to come or happen in the story.)*
* Writing #2—Foreshadowing Worksheet

**Day six**

Assign parts for pages 104-126

|  |  |  |
| --- | --- | --- |
| Jennifer Stewart | Ms. Palleni | Ted Griffen |
| Albert Seymour | Dr. Palleni | Anita Wigham |
| Dr. Doane | Ms. Narwin |  |
| Philip | Ken Barchet |  |
| Ms. Malloy | Mr. Malloy |  |

Questions

1. *What does Philip realize on page 98? (The way to get on the track team is to bring up his English grade and he needs to talk to Miss Narwin to do this.)*
2. *Do you think this is a positive step for Philip?*
3. *What do you think of Ted Griffen?*
4. *How has Philip’s attitude changed between pages 98 and 105? (The newspaper article has made him feel he is now right.)*
* Writing Assignment #3-Writing the Truth worksheet. (How does the reporter’s questions change what appears to be the truth? Pages 104-105, 112-114, 107-108, 111.)

**Day seven**

Assign parts for pages 127-153

|  |  |  |
| --- | --- | --- |
| Newspaper article | Dr. Doane | Ms. Narwin |
| Jake Barlow | Talk show-Liz | Ken Barchet |
| Gloria Harland | Robert Duval | Philip |
| Dr. Seymour | Caller-Roger | Student-Cynthia |
| Caller-Steve | Dr. Palleni | Mr. Griffen |
| Allison |  |  |

Questions

* 1. *What is the significance of the news article on page 127? (The story is now being told nationwide and people are starting to take sides.)*
	2. *What does this lead to? (Call-in shows, telegrams, a change in attitude of the superintendent, page 133.)*
	3. *Go over the conversations on pages 140-142. What information would be helpful to these people? (Knowing that Philip wanted to be on the track team, but he had a bad grade in English so he could not try out.)*
	4. *What is the perspective of other students on the incident in Miss Narwin’s homeroom? (Pages 145-153)*
	5. *Do you think these student interviews will help Philip? Miss Narwin?*
* Writing #4—Philip’s diary

**Day eight**

Assign parts for pages 128-146

|  |  |  |
| --- | --- | --- |
| Dr. Doane | Ms. Malloy | Letter 2 |
| Telegram #1 | Philip | Letter 3 |
| Telegram #2 | Ted Griffen | Letter 4 |
| Telegram #3 | Ms. Narwin | Ken Barchet |
| Dr. Seymour | Anita Wigham |  |
| Mr. Malloy | Letter 1 |  |

Questions

* 1. *What happens during Philip’s suspension?*
	2. *What does he think about it? (Page 162)*
	3. *What is still Philip’s major focus or goal? (Page 167, to get on the track team.)*
	4. *Why do you think he is feeling nervous when he writes in his diary on page 167?*
	5. *Do you agree with Dr. Doane’s report on page 154 and 155?*
	6. *Why does Dr. Seymour also write a report and whom is it addressed to? (Pages 158-160)*
	7. *Turn to pages 174-175. Go over the conversation between Ken and Philip. What do we learn? (Philip still wants to make amends with Miss Narwin so he can get on the track team.)*
	8. *Do you think Philip is being selfish?*
* Writing #5—Writing a telegram

**Day nine**

* Assign parts for pages 146 -167

|  |  |  |
| --- | --- | --- |
| Ms. Narwin | Mr. Duval | Telegram 1 |
| Dr. Doane | Todd Becker | Dr. Seymour |
| Allison | Jospeh Crippens | Ted Griffen |
| Philip | Susan Fowler | Mr. Benson |
| Official Statement | Letter 1 |  |
| Mr. Lunser | Letter 2 |  |

Questions

* 1. *What has happened to Philip and Miss Narwin?*
	2. *Do you think that Dr. Doane made the correct decision in moving Philip into another English class? (Page 177)*
	3. *Go over the conversation with Allison and Philip on pages 177 and 178. Why do you think Allison made the statement about the situation being really embarrassing? Do you agree with her?*
	4. *Go over the situation in Mr. Lunser’s homeroom on page 179 and 180. Do you agree with Mr. Lunser’s actions? Why do you think he is doing this?*
	5. *What happens when the superintendent and Ted Griffen meet? (Pages 184-187) How does the story change at this point? (The school staff starts blaming Miss Narwin.)*
	6. *What is happening to Philip? (His friends and Mr. Lunser start teasing him about the situation.)*
	7. *How do Miss Narwin and Philip finally meet and talk? (Page 190-191)*
	8. *Do you agree with what Coach Jamison says on page 192?*
	9. *How do Miss Narwin’s and Philip’s situations start paralleling each other? (Philip’s friends don’t support him, his parents want him to go to another school, he can’t try out for track which is what he really wanted to do, the superintendent and principal no longer support Miss Narwin, the superintendent wants her to take the rest of the term off and is willing to give her the money for her class is she does, she no longer can teach literature which is what she really wants to do.*

**Day Ten**

Assign parts for pages 168-177

|  |  |  |
| --- | --- | --- |
| Ms. Narwin | Robert Duval |  |
| Dr. Doane | Reporter |  |
| Philip | George Brookover |  |
| Mr. Malloy | Miss rooney |  |
| Ms. Malloy |  |  |
| Ken Barchet |  |  |

Questions

1. *How does the story end?*
2. *Who was the winner in the end? Was there a winner?*
3. *Who was the loser?*
4. *Did you like the ending?*
5. *Why do you think the author ended it this way?*
* Use the discussion questions in small groups if time permits.

**Nothing But The Truth**

**Writing Assignment #1**

**Make a chart like the one below.**

**Fill in the chart.**

|  |  |
| --- | --- |
| **What do you know about Philip Malloy?** | **What do you know about Miss Narwin?** |
| **What is the conflict between Miss Narwin and Philip?** |

**Nothing But The Truth**

**Writing Assignment #2**

Use class discussion and a copy of the novel to answer the following questions.

|  |
| --- |
| 1. Define foreshadowing:
 |

1. Reread pages 92-93: *A phone conversation between Philip Malloy and Allison Dorsett.* What is being foreshadowed?

**Nothing But the Truth**

**Writing Assignment #3**

1. **Define truth.**
2. **Reread the article written by J. Stewart on page 118.**
3. **Make a list below of untruths that are told in the article.**

**Nothing But the Truth**

**Writing #4**

**During the section of *Nothing But the Truth* that you just finished reading, Philip does not express his feelings by writing in his diary. What do you think he is feeling during this time? Write a diary entry as if you were Philip. Include information about:**

* **What he is doing during this time.**
* **What he is thinking during this time.**

**Your diary entry should be a minimum of one-half page. It does not need to be a final copy, but it must be neat and legible. Conventions do matter!**

**Nothing But the Truth**

**Writing #5**

1. Write a short e-mail (1-2 sentences) supporting or not supporting Phillip Molloy. Be sure to include support for your opinion.
2. Write a short e-mail (1-2 sentences) supporting or not supporting Ms. Narwin. Be sure to include support for your opinion.

**Remember these are to be formal e-mails.**

* Write in complete sentences.
* Use proper conventions, including spelling.
* Do not use Instant Messaging abbreviations such as u for you in this e-mail.

**Good example:**

Phillip,

Continue standing up for your rights. Singing the national anthem is exercising your right to free speech.

**Bad example:**

Narwin,

Who do u think u r? The queen?

**Nothing But the Truth**

**Discussion Questions**

1. What forms of communication are used in the book?
2. Which forms of written communication used in the book do you think are the most effective? Why?
3. Which forms of communication used in the book are out-dated? What has replaced them?
4. Why do you think the author chose to write the story using this format rather than a narrative format?
5. Which characters do you think had the most accurate perspective on what happened? Why? Which characters do you think had the least accurate perspective on what happened? Why?
6. What is the theme of this book? What lessons did you learn from this story?

**FLUENCY**

**What is it?**

**🕮Reading so we know you understand what you are reading.**

**🕮Reading that sounds natural.**

**How do you read fluently?**

**★Read with expression, not a monotone.**

**★Pronounce the words correctly.**

**★Read with a natural rhythm and speed.**

**★Pause in the places where the punctuation tells you to pause.**

**★Make questions sound like questions and statements sound like statements.**

📚

**Fluency Scoring Guide**

|  |  |
| --- | --- |
| **Score** | **Description** |
| **6** | * **Always read with natural expression, not a monotone.**
* **All words are pronounced correctly.**
* **Always read with a natural rhythm and speed.**
* **All punctuation is correctly followed.**
* **No corrections need to be made.**
 |
| **5** | * **Always read with natural expression, not a monotone.**
* **All words are pronounced correctly.**
* **Always read with a natural rhythm and speed.**
* **All punctuation is correctly followed.**
* **Only minor mistakes are made and then self-corrected.**
 |
| **4** | * **Mostly read with natural expression, no monotone.**
* **All common sight words are pronounced correctly, most other words are pronounced correctly.**
* **Rhythm and speed is mostly natural.**
* **Sentence end punctuation is correctly followed.**
* **Some errors in reading, but most are self-corrected.**
 |
| **3** | * **Some monotone and unnatural expression.**
* **Some common sight words are mispronounced, some difficulty with longer, more difficult words.**
* **Rhythm and speed is not natural in all places.**
* **Sentence end punctuation is usually followed..**
* **Some errors in reading, but many are not self-corrected.**
 |
| **2** | * **Much of the reading is monotone or read with unnatural expression.**
* **Many common sight words are mispronounced, difficulty with many longer, more difficult words.**
* **Rhythm and speed is not natural.**
* **Sentence end punctuation is usually followed.**
* **Many errors in reading, but many are not self-corrected.**
 |
| **1** |  |

|  |
| --- |
|  |