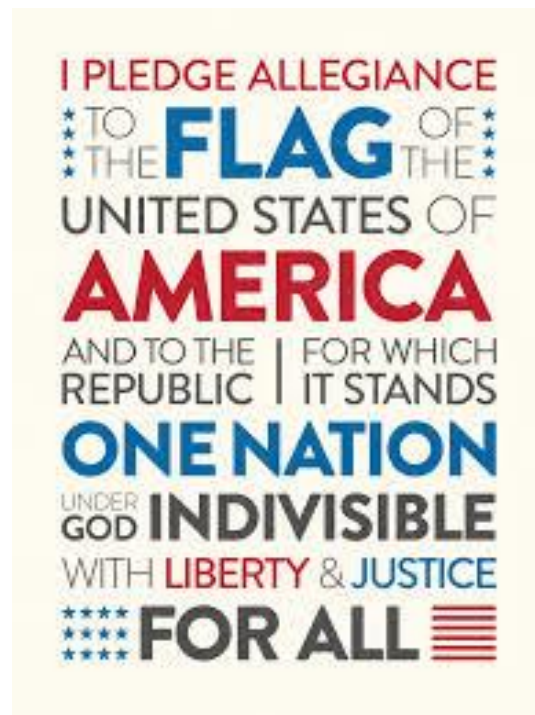


NOTHING BUT THE TRUTH

BY: AVI



**DO YOU SWEAR TO TELL THE TRUTH, THE
WHOLE TRUTH, AND NOTHING BUT THE TRUTH?**

Name:

LA/SS Teacher:

Reading Calendar

Month:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Learning Targets

I will be able to: 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.

I will be able to: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

I will be able to: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

I will be able to: Determine or clarify the meaning of unknown and multiple-meaning words or phrases using a range of strategies.

Chapters 1-10

Study the following pairs. On the lines provided, write the problem that the person on the left-hand side of the slash (/) has with whoever or whatever is on the right-hand side of the slash.

Philip/Miss Narwin:	
Miss Narwin/Philip:	
Philip/school rules:	
Philip/Coach Jamison:	
Philip/his parents:	
Mr. and Mrs. Malloy/Philip:	

VOCABULARY DEVELOPMENT: DEVELOPING FLUENCY

You can develop fluency, or ease of use, with words by using them as often as possible. How fluent are you with the words *ambition* (p. 5), *strategy* (p. 7), and *symbolic* (p. 12)? See if you can answer these questions.

1. What do you think is an important ambition for a student to have?
2. What kind of strategy might make that ambition come true?
3. What objects are especially symbolic of patriotism?

Then, write your own questions for the words *bickering* (p. 27), *vigilant* (p. 46), and *stamina* (p. 46). Ask your questions to a classmate.

1.

2.

3.

You can learn about a person in many different ways: What they do, what they say, what others say about them, etc.

What have you learned about Philip so far ? Focus on his personality.

	Quote	What this tells you about Philip
What Philip says:		
What Philip does:		
What others say about Philip:		
What others say about Philip:		

What have you learned about Miss Narwin so far ? Focus on her personality.

	Quote	What this tells you about Miss Narwin
What Miss Narwin says:		
What Miss Narwin does:		
What others say about Miss Narwin:		
What others say about Miss Narwin:		

Discussion Questions:

Chapters 1-4

1. From each perspective, why does Miss Narwin not laugh at Philip's question? What could be a third or fourth reason not presented?

Miss Narwin's Reasons for not laughing:	Why Philip thinks Miss Narwin didn't laugh:	Alternative Reason:

Chapters 5-8

1. Why does Miss Narwin want to attend the summer program entitled "New Approaches to the Teaching of Literature for Today's Students"? (p. 24-25) What does this tell you about her as a teacher. How does this contradict with Philip's impression of her? How does this support Philip's impression of her?

Chapters 11-12 (p. 59-103)

Identifying Half Truths

Quote (page).	What was untrue about this?	What consequence does this half truth have?

VOCABULARY DEVELOPMENT: ANALYZING WORD ORIGINS

The words **insolence** (p. 50), **counterproductive** (p. 63), and **condone** (p. 83) have the same origin—they all come from Latin. Each is made up of a prefix (**in-**, **counter-**, and **con-**) and a root word. Look each word up in a dictionary to learn its origin and meaning. Then, use the words in sentences of your own.

	Meaning of prefix	Meaning of root	Definition
insolence			
counterproductive			
condone			

Use each term in a sentence:

1.

2.

3.

Discussion Questions:

Chapters 11-12

1. In his conversation with the reporter, Mr. Griffen says, “parents have a right to expect that certain things, like values, will be taught” (pg. 103).

Part 1: Do teachers have an obligation to teach values, or should they stick to the subject matter?

Part 2: What values have Miss Narwin, Mr. Lunser, or any other teacher in this book modeled for the students through their actions?

Part 3: Can you think of any ulterior motives Mr. Griffen might have for caring so much about these values?

How does this impact the story?

2. What is the democratic ideal of patriotism, and why is it important for an ideal democracy?

3. On page 72, Philip claims that he is singing the national anthem out of patriotism. Do you believe him?

Why or why not?

Chapters 13-15 (p. 104-167)

Pages	Quote	Reflection/ Connection/ Reaction

VOCABULARY DEVELOPMENT: DEVELOPING FLUENCY

Review the vocabulary words for this section: **confidential** (p. 89), **elemental** (p.105), **snatches** (p. 116), **raucous** (p. 120), and **animosity** (p.129). Check a dictionary to be sure what the words mean. Then, see if you can write one sentence that includes at least three of the vocabulary words.

Word	Definition
confidential	
elemental	
snatches	
raucous	
animosity	

Create a sentence using at least three of these words together. Challenge yourself to include more than three!

Word Choice: Word choice plays a big part in the tone and message of ideas. Identify at least eight words/phrases from Jake Barlow's radio broadcast, the press releases, or Ted Griffen's speech that show they are siding with Philip.

Chapters 16-19(p. 168-212)

Pages	Quote	Reflection/ Connection/ Reaction

3. How do you think the experiences portrayed in this novel will affect Philip as he becomes an adult?

In the graphic organizer below, describe different characters' descriptions of the humming incident. In the center, explain the situation yourself. Can you find the truth?

