Introduction to Nothing But the Truth

Warm Up:

In creating the unique format of Nothing But the Truth, the author followed the model of the "living newspaper"- a style of theater developed during the 1930's to dramatize social issues in an unconventional way, via speeches, readings, and dialogues. Read the synopsis on the back on the novel. Why would Avi choose to write the novel in this format?

Homework: Get the book by tomorrow...if you have not OR have your parent write me a letter saying you will borrow one and replace if lost!

Agenda:
1. TedEd Lesson-Bill of Rights
2. Four Corners/Survey
3. Dig Deeper: Group Discussion

Freedom of Speech

In the novel, the Constitution is being questioned and the main character's right to freedom of speech is being tried. Complete the TedEd lesson, "A 3-Minute Guide to the Bill of Rights" to learn more about the First Amendment and other rights we have as citizens.
Four Corners:

1. Go to Google Classroom
2. Find the Nothing But the Truth form
3. Respond to the statements using the scale "strongly agree to strongly disagree"
4. We will discuss the results once everyone has submitted the form.
5. Be prepared to support your opinion.

Dig Deeper:

Each of the following activities will require research and further investigation.

Group One: Do you think parents should believe the stories their children tell, or should they investigate the truth when important matters are involved? Do you think it is a parent's role to give a child emotional support even when he or she has done something wrong? Is there a point at which a parent may have to let society punish a child for wrong-doing?

Group Two: Discuss the rules that govern student behavior in your school. How and why are rules made? How are they enforced? Do all the rules make sense to you? Do you have the right to choose which rules you will obey and which you will disobey? Can you think of a rule you would refuse to obey? What would you do? What would be the consequences?

Group Three: "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 of the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

Since this first amendment to the United States Constitution does not grant unlimited rights, generate a specific list of limits to freedom of speech that your group agrees upon. Make sure to include an explanation for each item on your list.
Introduction to Nothing But the Truth

Warm Up:
Create a list of topics that would be addressed in an editorial.

Editorial
An article that states the newspaper’s stance on a particular issue. Basically, it is a persuasive essay that offers a solution to a problem.

Homework:
Print your editorial

Editorials and Memos:

Nothing But the Truth is written as a collection of journal entries, memos, and editorials.

ditorial: a newspaper article written by or on behalf of an editor that gives an opinion on a topical issue

eamples: http://www.cnn.com/opinions

 memo: a usually brief written message from one person or department in an organization, company, etc., to another (today we would consider this an email...)
Discuss your opinion on an issue facing your school, community, or the world
  > Persuade the audience (with facts)
  > Talk to the reader
- Be careful not to overdo
- Using “I” or “you” in every sentence becomes repetitious and BORING

Introduction
• Hook Grab the reader’s attention
• Clearly state opinion on the issue
• Mention reasons (2-3) that support opinion

Body Paragraph 1
• State reason
• Include 3 facts that support reason
• Include a tell more for each fact

Body Paragraph 2
• State reason
• Include 3 facts that support reason
• Include a tell more for each fact

Conclusion
• Restate opinion on issue
• Restate reasons that support opinion
• Leave the reader thinking (Persuade them to take action)
• What issues interest you?

Writing an Editorial:

You will be writing an editorial based on the discussion and responses that you had yesterday regarding your assigned topic. Follow the directions below:

**Telling Your Parents the Truth**: Write an editorial for a magazine whose audience would be parents. Express the thoughts and opinions that you discussed in yesterday's lesson.

**School Rules**: Write an editorial that would be published in a magazine/newsletter for school administrators. Express the thoughts and opinions that you discussed in yesterday's lesson.

**First Amendment**: Write an editorial for a newspaper in Washington DC. Express the thoughts and opinions that you discussed in yesterday's lesson.
### Rubric – Writing an Editorial

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<tbody>
<tr>
<td><strong>Lead/Opinion</strong></td>
<td>This article has a clear lead and opinion which makes the reader want to continue reading.</td>
<td>This article has a clear opinion but a weak lead. Readers are not interested in reading more.</td>
<td>There is a clear lead, but hard to understand the writer’s opinion.</td>
<td>This editorial has no clear lead which does not encourage the reader to continue</td>
</tr>
<tr>
<td><strong>Impact on Society</strong></td>
<td>The issue has a definite impact on society and the author give recommendations to fix it.</td>
<td>The issue has an impact on society and there are thoughts on how to fix it.</td>
<td>The issue is not current or relevant to the students’ lives.</td>
<td>This article contains an issue which impacts only a few people in the society.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>The article has at least 3 different but logical supports.</td>
<td>The article has at least 2 different but logical supports.</td>
<td>The article has at least 1 different but logical supports.</td>
<td>The article has no evidence of supports.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>The writer has a specific/appropriate audience.</td>
<td>The writer has an audience but occasionally loses focus.</td>
<td>The writer alludes to an audience, but it isn’t clear.</td>
<td>There seems to be no indication of an audience.</td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>There are no spelling or grammar mistakes.</td>
<td>There are few spelling or grammar mistakes.</td>
<td>There are some spelling or grammar mistakes.</td>
<td>There are many spelling or grammar mistakes.</td>
</tr>
</tbody>
</table>

***Share your editorial with a partner in order for them to edit the assignment.