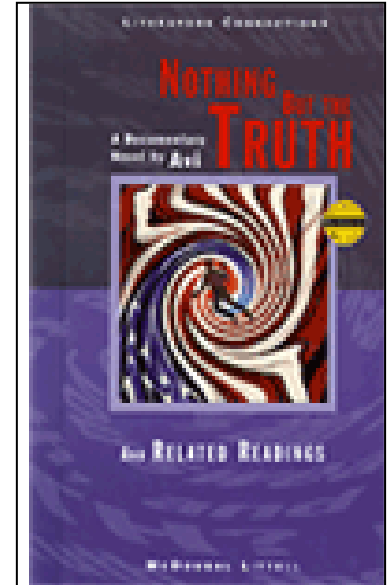
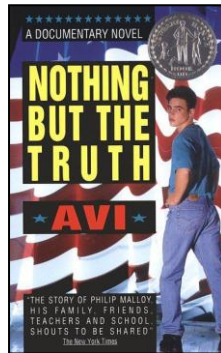


Name _____



What Do I Do?

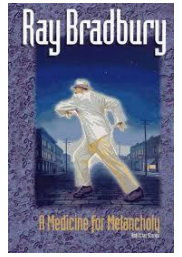
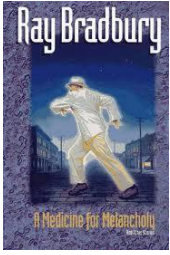
- ☐ Read all of the chapters in class. (If you miss a class, make sure you sign out a novel and read the chapters you missed.)
- ☐ Complete all journal entries. **Every entry should be at least 4-5 sentences. Be sure to answer ALL parts of every journal prompt.**
- ☐ For your assigned chapters, **create one Bloom-It question** for each level of Bloom's Revised Taxonomy. These packet pages will be graded.
- ☐ On the day after your chapters are read, your group will **lead the class discussion** using the questions your group created.
- ☐ Complete **all other pages** assigned with this novel (Fact/Inference, poetry, etc.)
- ☐ There will be a final test on this novel.

$$\text{TRUTH} = \frac{\text{WHAT I THINK HAPPENED}}{\text{WHAT REALLY HAPPENED}}$$



"Of course, I'm not asking you to lie. I'm asking you to give the truth an extreme makeover."

Name _____



Bloom-It!

You have just finished reading a short story written by Ray Bradbury.
We will use this story to practice writing Bloom-leveled questions.

Remember

Match

Name

List

Identify

Understand

Summarize

Restate

Explain

Describe

Apply

Classify

Illustrate

Demonstrate

Solve

Analyze

Compare

Contrast

Categorize

Examine

Evaluate

Argue

Defend

Debate

Prioritize

Create

Change

Design

Develop

Make

<i>My Questions:</i>	<i>Classmates' Questions</i>
<i>Remember:</i>	<i>Remember:</i>
<i>Understand:</i>	<i>Understand:</i>
<i>Apply:</i>	<i>Apply:</i>
<i>Analyze:</i>	<i>Analyze:</i>
<i>Evaluate:</i>	<i>Evaluate:</i>
<i>Create:</i>	<i>Create:</i>



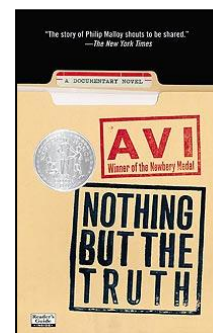
For each statement, "Take a Stand" for whether you agree or disagree.
In each box, give solid support for your choice with a specific reason.



<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text"/> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text"/> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> Agree Disagree </div> <p style="text-align: center; font-weight: bold; margin-bottom: 10px;">The truth is true for all people.</p> <p>Defend:</p>	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text"/> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text"/> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> Agree Disagree </div> <p style="text-align: center; font-weight: bold; margin-bottom: 10px;">It is acceptable to tell a falsehood in order to protect a deserving individual.</p> <p>Defend:</p>
<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text"/> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text"/> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> Agree Disagree </div> <p style="text-align: center; font-weight: bold; margin-bottom: 10px;">A news reporter always wants to tell the truth.</p> <p>Defend:</p>	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text"/> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text"/> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> Agree Disagree </div> <p style="text-align: center; font-weight: bold; margin-bottom: 10px;">A teacher should uphold school rules no matter what the consequences are.</p> <p>Defend:</p>

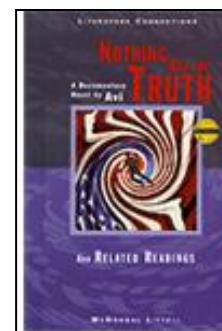
(Permaabound edition)

Group	Chapters	Pages	# of Pages
1	1-9	1-39	39
2	10-11	40-70	30
3	12	71-103	32
4	13-14	104-126	22
5	15	127-167	40
6	16	168-200	32
All	17-19	201-212	11



(McDougal Littell *Literature Connections* edition)

Group	Chapters	Pages	# of Pages
1	1-9	4-40	36
2	10-11	41-69	28
3	12	70-99	29
4	13-14	100-120	20
5	15	121-156	35
6	16	157-186	29
All	17-19	187-197	10



Help with Organization

- Highlight your book edition (Permaabound, McDougal-Littell).
- Highlight your row (Group, Chapters, Pages, # of Pages).
- I am responsible for the following chapter(s): _____
- I am responsible for the following pages: _____
- I have written questions for the following Bloom levels:

___ Remember	___ Apply	___ Evaluate
___ Understand	___ Analyze	___ Create

Your questions are due the day after we read your chapter(s).

BLOOM'S TAXONOMY

Remember

(One right answer) Describe ... Where did ...
List the ... (in order) Who were ... When did ...

Understand

Explain ... Describe how... Restate ...
The main idea is... Summarize ... Define...

Apply

How would you solve ... Share a time when you also... Suppose you could ...?
If you were...how would you... How would you change ... What would you do if...
How would you organize ... to show ... From the information given, can you develop a similar...

Analyze

Discuss the pros and cons of ... How is ... connected to ... Describe the relationship between ...
What inference can you make ... What could have caused ... Compare ... to ... Contrast ... to ...

Evaluate

Do you agree with ... (Defend) State/Explain your opinion of ... What would you say to...
How would you prioritize ... What would you recommend... On a scale of one to ten...
Justify/Defend the actions of... Evaluate ...actions. What would be a better way to...

Create/Design

Design what would happen if ... Develop an original way to ... How would you improve ...
Create a different way to ... Create a conversation between/among...
What changes would you make to solve ...



Bloom's Taxonomy

How do I use Bloom's Taxonomy?

SmartBoard: Interactive Website:

http://www.its.swinburne.edu.au/dms/ads_showCase/examples/ blooms/sort.html



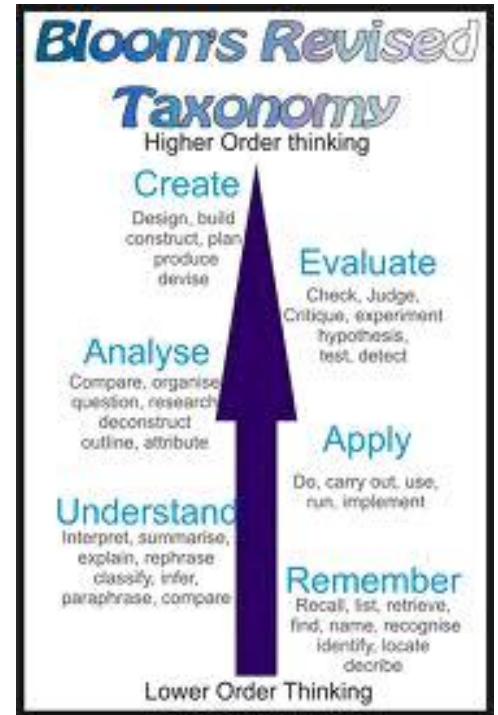
- A. With your table group, explain why you categorized each statement/question the way you did. If your answers are different, discuss why.
- B. Sort your statement/question slips into categories. Be able to defend why.
- C. Look at how the other groups sorted their statements/questions. Do you agree/disagree with the way they sorted them? Why?
- D. Revisit your categories/slips. Do you need to revise how you sorted your statements/questions.
- E. Look at the answer key. Do you agree? Why/Why not? Defend.

Label each statement/question with the correct level of Bloom's Taxonomy. Use the Critical Thinking Wheel to help you. **Remember, Understand, Apply, Analyze, Evaluate, Create**

1. _____ Write a diary entry as if you were the main character.
2. _____ Contrast the characters in the story.
3. _____ Defend the actions of the main character.
4. _____ How would you solve the problem in the story?
5. _____ What is the problem in the story?
6. _____ Sequence the events.
7. _____ Write a song or jingle.
8. _____ Number the main events in order.
9. _____ Write a new ending to the book.
10. _____ Is the story believable? Defend.
11. _____ Summarize the chapter.
12. _____ Do you agree with the actions of the main character? Why/Why not?
13. _____ Design a magazine cover.
14. _____ Investigate a topic covered in the story.
15. _____ Invent a machine to do a specific task.
16. _____ Categorize the vocabulary words.
17. _____ Describe the main character.
18. _____ Make a concept map of the topic.
19. _____ Compare the characters in the story.
20. _____ Recite a poem.
21. _____ Debate the decisions made by the characters.
22. _____ Label the parts of the plot diagram.
23. _____ Write a script of a conversation between the main characters.
24. _____ What characters were in the story?
25. _____ On a scale from one to ten, how would you rate the book?
26. _____ Write a poem.
27. _____ Make a comic strip showing the sequence of events.
28. _____ Draw a picture of the setting of the story.
29. _____ Retell the story in your own words.
30. _____ Match each character with his/her description.

"What do I do? When is it due?"

- ☐ Write ONE question for each Bloom level for your section of the book.
Chapter(s): _____ Date Due: _____
- ☐ Use the Bloom-It Levels sheet or the Critical Thinking Wheel to help you write your questions.
- ☐ Write your answers using specific story details and complete sentences.
- ☐ Your questions are due the day after we read your assigned chapter(s).
- ☐ Your group will lead the discussion the day your chapters are discussed.



Remember



(1 complete sentence)

Understand



(1-2 complete sentences)

Apply



(2-3 complete sentences)

Analyze



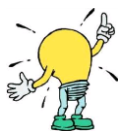
(2-3 complete sentences)

Evaluate



(2-3 complete sentences)

Create/Design



(2-3 complete sentences)

Bloom-It!



Nothing but the Truth

- You will be creating questions for Chapters 17-19.
- When finished, create answers for your questions.



Remember

Match
Name
List
Identify

Understand

Summarize
Restate
Explain
Describe

Apply

Classify
Illustrate
Demonstrate
If you were...

Analyze

Compare
Contrast
Categorize
Examine

Evaluate

Argue
Defend
Debate
On a scale of 1-10,

Create

Change
Design
Develop
Create a new...

My Questions:	My Answers:
Remember:	Remember:
Understand:	Understand:
Apply:	Apply:
Analyze:	Analyze:
Evaluate:	Evaluate:
Create:	Create:

My Checklist:

- ☐ I created and wrote ONE question for each Bloom level (*Remember, Understand, Apply, Analyze, Evaluate, Create*) for my group's section of the book.

My Chapter(s): _____ Date Due: _____

- ☐ I used the Bloom-It Levels sheet or the Critical Thinking Wheel to help my write my questions.
- ☐ I wrote my ANSWERS using specific story details and complete sentences.

❖ Remember and Understand=1-2 sentences

❖ Apply Analyze, Evaluate, Create=2-3 sentences

- ☐ I understand that my questions are due the day after we read my assigned chapter(s).
- ☐ I understand the group-led discussion expectations the day my chapters are discussed.

Grading Rubric:

<i>BLOOM LEVEL:</i>	Bloom-It QUESTION (2.5 pts EACH)	Bloom-It ANSWER (2.5 pts EACH)	SCORE
<i>Remember</i>			
<i>Understand</i>			
<i>Apply</i>			
<i>Analyze</i>			
<i>Evaluate</i>			
<i>Create/Design</i>			

Total Score: / 30

Nothing But the Truth Dear Diary...

Read pages 4-9 in the book. What formats does the author use to tell the story? Describe one of the three that you've seen before in other books you've read. (Make sure you answer both parts of the question.)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Write a news story about one of the main characters, Phillip Malloy or Margaret Narwin, what would you tell us about the character you chose? Include at least two examples from pages 6-9.

[illegible]

Nothing But the Truth Dear Diary...

Read Chapters 2-4: Write an editorial for the school newspaper called ***“Respectful Silences?”*** OR
Write about respect in your own school-SLMS.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Comment on why the author showed Mr. Lunser's behavior the way he did. You should mention events from the reading, but also express your own opinion of his behavior!

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are approximately 20 lines visible on the page.

Nothing But the Truth Dear Diary...

Chapters 5-8: Write about a time when “the money crunch” affected you personally (yours, your family’s, your school’s). Respond to the idea that there may not be enough money for what you want/need. How did the Malloy’s need for money impact the storyline?

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.

Chapter 9: Write an article for the school newspaper called
“Rules ‘Trip’ Malloy”

In the article, give just the facts. Interview the Coach, Miss Narwin and Phillip.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Nothing But the Truth Dear Diary...

Chapter 10- Write a response to the following prompt:
You have heard about Narwin vs. Philip Malloy and about the humming. What is your opinion?

[illegible]

Chapter 10: Why did the author include the Malloys' dinner scene. Rewrite the scene using dialogue from the perspective of one of Philip's parents.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Nothing But the Truth

Dear Diary...

Read Chapters 11-12. **PRESSURE:** What are the pressures you feel in your everyday life? (For ex: pressures you, teachers, parents, or friends might be feeling). How do these pressures affect the way you act and react?

[illegible]

REWARDS: What has someone said or done to make you feel good about yourself, or to make you feel your efforts are worthwhile? Explain.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Nothing But the Truth

Dear Diary...

Chapters 11-12 continued...

Write an article for the newspaper:
“Student Suspended for Humming”

Give facts and statements from Philip, Miss Narwin, Dr. Palleni, Ken Barchet, & one of Philip’s parents. The point of this article is to try to *uncover and express the truth*.

HOMEWORK: You must either a) **listen to 10 minutes of a 6:30 news report (take notes)** OR b) **read any front page newspaper article & bring it to class.**

Does the News Media control our opinions? Write your thoughts.

Nothing But the Truth

Dear Diary...

Chapter 15: **Jack Barlow Talk Show:** What do you think of Jake and his callers? Do you agree with their points of views?

What would **you** write to Miss Narwin and to Philip?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Chapter 16: Respond to the way the author portrays Philip Malloy's **OR** Dr. Seymour's motives and actions. How else could he have portrayed him?

[illegible]

Nothing But the Truth

Dear Diary...

Chapter 19: What do you make of the ending of the book? What is fair? What is not fair? You need to pretend that you, the student, know “the whole story.”

Book Chat Response: On a scale of one to ten, I would give this book a ... because...

A person who.....would enjoy this book, etc.

GOAL: Your assignment is to create a Facebook page in the point of view of _____ in Nothing But the Truth. Consider this character's traits, main points of action, and important quotations while creating the page.

For this assignment you must delve deep inside the character and become him/her. What are your thoughts? How do you write? What are your actions?

REQUIREMENTS: You must use all three **points of view** in order to complete the Facebook page. Refer to the template to outline your page and make sure to use the designated point of view (if identified) for each feature. As many of you are already familiar with Facebook, creating the page should not need many instructions. However, do make sure you include the following:

1. Picture (take on the role of the character – what do you look like?)

- ★ Insert a photo or hand-drawn illustration of your character. Be sure the picture is colored, if possible.

2. Quote- Write a quote from the person on your page. Use a quote from the book and give chapter and page number.

3. Basic Information – third person POV

- ★ Age: Give a reasonable and approximate age for your character
- ★ Relationship Status: is your character involved with someone, or do they have a secret crush? You don't have to give all the details!
- ★ School/jobs, hometown, networks etc...

4 . Friends

- ★ Include the drawings and/or photo of a minimum of four friends of your character. Include a name label below each picture (These friends could be related to the person).

5. Name...status... - third person POV /1

- ★ Name in bold followed by your status (what are you doing right now?)

IMPORTANT: Each status update should summarize the most important thing that happened to that character (or what that character thinks is the most important information to share). For example, if someone close to the character dies and you write for your update: "Couldn't find a thing to wear today! Guess I must go shopping." Chances are you will get a zero, because even if a character is that self-centered, they would probably include something like: "Have to go to Bob's funeral today...what in the world am I going to wear?? Guess I have to go shopping!"

6. Create an Ad-

- ★ Minimum of 3 examples of Media (news, social, etc.) (i.e. newspaper articles, telegrams, memos, etc.) from the book on the side column: (2 must come directly from the story and 1 you may be creative).

7. The Wall (the heart of the Facebook page) – first, second, and third person POVs /6

- ★ This is where others make comments to you (second person POV) – **include at least 3 comments from other characters**
- ★ Respond back to EACH of the comments (first person POV)
- ★ The Wall is also where your past statuses reside (third person POV) – **include a minimum of 2 past statuses**.

Directions: Choose a character from the novel & fill out the information
 To add text, click on **Insert** → **Text Box**→**Simple Text Box**.
 To add pictures from internet: **Save As** to desktop→ **Insert**→**Picture**→**Look in Desktop**→Select picture.
 ERASE THESE DIRECTIONS WHEN YOU ARE FINISHED! :)

facebook

HomeProfileFriendsInbox

SettingsLogout

Search

View Photos of Me

Edit My Profile

Write something about yourself.

Information

Birthday:

Hometown:

Friends

Wall

Info

Photos

Boxes

Notes

Flair

>>

+

Attach:

31

Share

Options

RECENT ACTIVITY

Create an Ad

Example of a Facebook "Wall" for a character from a book
(Katniss Everdeen, from *The Hunger Games*)

HUNGER GAMES - FACEBOOK STYLE!

NAME: _____

Teacher's Guide: Sample Profile for Katniss Everdeen Character

facebook

Home Profile Friends Inbox

Katniss Everdeen

Settings Logout

Search

Wall

Info

Photos

Boxes

Notes

Flair

>>

+



View Photos of Me
Edit My Profile

I am Katniss, the girl on fire...the District 12 tribute. I am determined to come home. I promised my sister I would win, so that is exactly what I will do.

Write something about yourself.

Information

Birthdate: May 8

Home District: 12

Relationship Status: single

Friends



Peeta Mellark



Primrose Everdeen



Cinna



Rue



Haymitch Abernathy



Gale Hawthorne

RECENT ACTIVITY



Katniss Everdeen: Tomorrow I enter the arena. I miss home; I want to go home. But my survival means Peeta's death. How do you sidestep that?



Primrose Everdeen sent you a  **heart-o-gram** and posted a message on your wall: Come home, Katniss! Try really hard to win. I love you!



Haymitch Abernathy posted a message on your wall: Stay alive, sweetheart.



Peeta Mellark posted a message on your wall: I have always loved you, Katniss.



Gale Hawthorne posted a message on your wall: Go get 'em, Catnip. I'll see you when you come home.



Medge Undersee sent you a  **MOCKINGJAY GOOD LUCK CHARM:** Good Luck, Katniss!



Effie Trinket sent you a  **PEARL** for GOOD LUCK: The pearl that comes from coal... May the odds be ever in your favor!



Cinna the Stylist posted a message on your wall: I'm betting on you, girl on fire.

Create an Ad



"BECOME A SPONSOR TODAY!"
CONTACT JEWELS IN THE CAPITOL OFFICE & SUPPORT THE TRIBUTES IN THE GAMES!



Capitol Goodies
Proud Sponsors of the Games!



Wine of the famous rat soup! Find us in the Maze of District 12. Proudly sponsoring the District 12 tribute.
GO KATNISS & PEETA!

Use this sample to help you with your Facebook page design layout.

Fact vs. Inference
Part 1



Read the following paragraph and then answer the questions.

It was dark when a woman was seen leaving the house. With her were several children, one of them in a baby carriage. She proceeded to a phone and dialed. After holding the receiver to her ear for a moment, she hung up and dialed again. After about thirty seconds, she was heard to say, "May I speak to John?" She did not say another word for about a minute, then she exclaimed, "But I've got to talk to him! It's an emergency!" The child in the baby carriage began to cry, "Daddy! Daddy!"

Decide if each sentence is a fact or an inference. Write the word FACT or INFERENCE in the blank.

- _____ 1. The woman left her home to make a phone call.
- _____ 2. While the story does not say exactly how many of her children she had with her, we know one of them was in a baby carriage.
- _____ 3. The phone in the woman's house was out-of-order, but the pay phone she used was in working condition.
- _____ 4. The woman called two different places before getting an answer.
- _____ 5. The person on the other end of the line refused to allow the woman to speak to John.
- _____ 6. The woman wanted to get in touch with her husband because an emergency had occurred in the household.
- _____ 7. The woman was not able to talk to her husband.
- _____ 8. It was night when the woman and the children left the house.
- _____ 9. The baby began to cry while the woman was talking on the phone.
- _____ 10. The baby was crying for her daddy.

Fact vs. Inference
Part 2



Read the following report and then circle if you believe the statement to be True (T), False (F) or Questionable (?). (They are not all Questionable! ☺)

REPORT: A well-liked college teacher had just completed making up a final examination and had turned off the lights in the office. Just then a tall, dark, broad figure appeared and demanded the examination. The professor opened the drawer. Everything in the drawer was picked up, and the individual ran down the corridor. The Dean was notified immediately.

- | | | | |
|--|---|---|---|
| 1. The thief was tall, dark, and broad. | T | F | ? |
| 2. The professor turned off the lights. | T | F | ? |
| 3. The tall figure demanded the examination. | T | F | ? |
| 4. The examination was picked up by the professor. | T | F | ? |
| 5. The examination was picked up by someone. | T | F | ? |
| 6. A tall, dark figure appeared after the professor turned off the lights in the office. | T | F | ? |
| 7. The man who opened the drawer was the professor. | T | F | ? |
| 8. The professor ran down the corridor. | T | F | ? |
| 9. The drawer was never actually opened. | T | F | ? |
| 10. It was night when the incident happened. | T | F | ? |
| 11. Three persons are referred to in this report. | T | F | ? |



Formal & Informal Language, Slang

SLANG

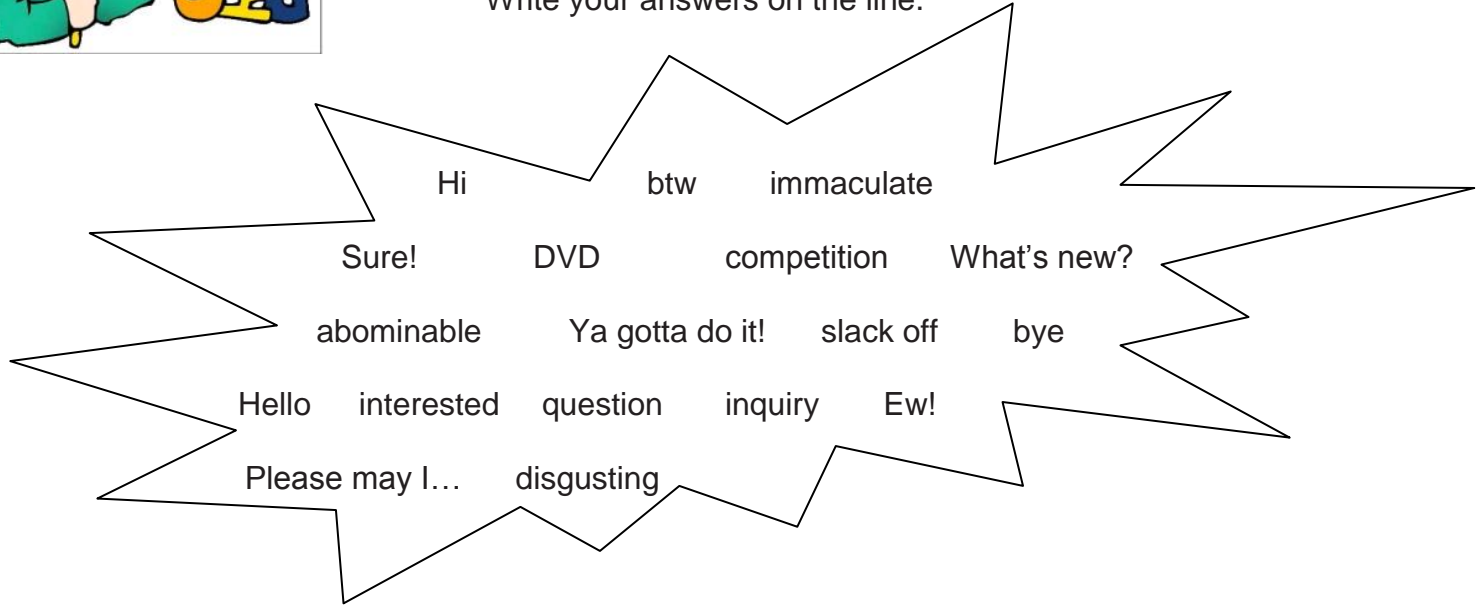
Complete the blank sections of the chart below, adjusting the language.

Formal	Informal	Slang
	Great job!	
		It's raining cats and dogs.
I would be very grateful if you could help with that problem.		
		ttyl
	He's really starting to bug me.	
His locker is immaculate.		
		Knock on wood.
	Meet me at the mall this Friday night.	
We thoroughly enjoyed the movie last night.		
		Get out of my face!
	We are taking a trip to the zoo.	



THE RIGHT WORD FOR THE RIGHT SITUATION

- ☐ Look at the words written in the star. Decide which words you think would be appropriate to use in each of the situations below. Write your answers on the line.



- ___ A letter applying for a job _____
- ___ An e-mail to a friend _____
- ___ A conversation with a teacher _____
- ___ A letter of complaint to a company _____
- ___ A conversation with a friend _____
- ___ A conversation with someone who
does not speak English very well _____
- ___ A job interview _____
- ___ A conversation with an elderly person _____
- ___ A text message to a friend _____

- ☐ Which kind of language should you use?
- ☐ Write informal (I), formal (F), or slang (S) on the line in front of each situation.
- ☐ Now think of two slang or informal words of your own. Write a sentence using each of them. Then rewrite the sentences using more formal language.

1. _____

2. _____

1. _____

2. _____