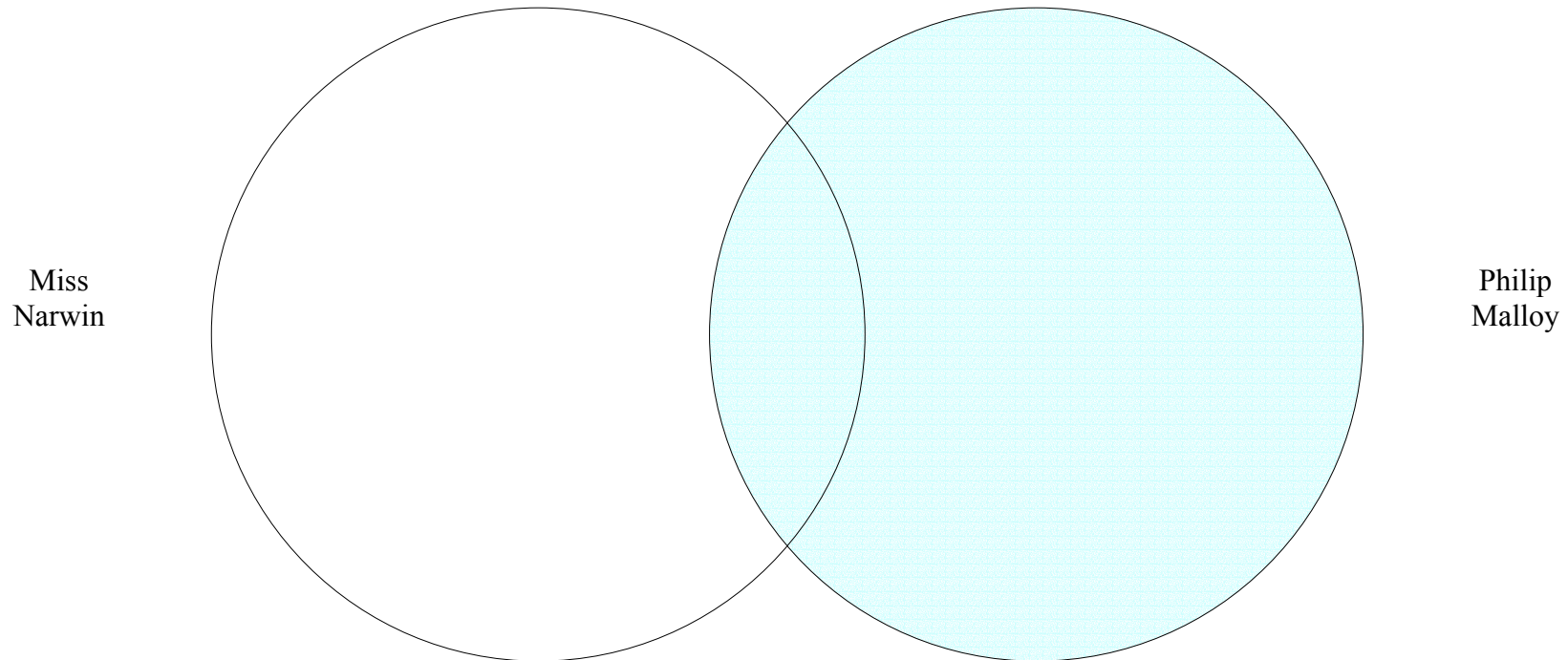


Name _____

Period _____

Venn Diagram for the novel *Nothing but the Truth* by Avi



Venn Diagram for *Nothing but the Truth* by Avi

Purpose for the activity: For the students to be able to identify with both of these characters in a more mature manner, and perhaps to give them a topic for a paper on the novel.

When to use the activity: After completing the book, or at any time you feel that the students need to be able to see more than just their own points of view (if they are identifying with only one character and not the other). This way, the students will open their eyes and minds to other points of view.

How to administer the activity: Start by explaining the purpose of a Venn Diagram (to compare and contrast two or more things), perhaps using a fast example on the board or on an overhead.

1. Draw two interlocking circles that are big enough to write in.
2. Write very simple things in the circles as a title in each one (ex. Apple in one and Orange in the other).
3. Then write characteristics of each in the diagram, asking the students for help with each word and its placement. (characteristics only belonging to oranges go in the part of the circle labeled “Orange”, those belonging to both go in the overlapping section, and those belonging solely to apples go in the “Apple” section.)
4. Hand out the Venn Diagram worksheet to groups of three students and have them fill out the chart for two characters in the novel (my example is for Miss Narwin and Philip Malloy, but any two or even three characters are acceptable for the exercise).

Let each student have a copy of the worksheet to use for future reference, whether for gathering character traits of anyone in the novel or thinking of ideas for a paper over the novel, it’s a great idea to keep.

Ideas to put inside of the Diagram

Miss Narwin	Both	Philip Malloy
School Teacher	Feel trapped in the situation	Student
Likes literature and reading	Live in Harrison City	Hates reading and English class
Tries hard to be a good teacher	Have friends that they talk with	Wants to be on the track team
Wants to become better—attend the symposium for teachers	Are too proud to apologize and resolve the situation?	Disrupts class—acts out when he shouldn’t
Doesn’t get involved in the big issue with the media	Think they are doing the right thing?	He begins the entire issue by talking with his parents
The media doesn’t like her She loses her job		The media takes his side He goes to a new school