



2016 - 2017 Academic Junior High Decathlon

Literature Super Quiz Study Guide



Literature Super Quiz Study Guide
created by Education Test Creators

Based on

Nothing But the Truth

by Avi

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2017 Super Quiz Literature – *Nothing but the Truth*

Study Guide Directions

Suggestions for progressing through the study materials:

AVI's book is a cautionary tale—one that should give decathletes pause after having read it before either telling a lie or deceiving people by letting them think something that is not true is true. In fact, all the lessons that can be gleaned from reading *Nothing but the Truth* should be instructive to decathletes.

The story unfolds between Tuesday, March 13 and Monday, April 9, a period not even four-weeks long, yet a period long enough to significantly impact the protagonist's life. Included with the materials is a Chapter list showing 19 chapters. Each chapter is a day in Philip Malloy's life. To assist you in determining what a good assignment length is for your decathletes, this chapter list also includes the number of pages in each chapter.

Each reading quiz covers several chapters. The chapters each quiz covers is denoted in the heading. Quiz questions are presented sequentially. The page reference for each question is listed in parentheses after each question on the quiz answer key. Reading quizzes can help decathletes assess for themselves whether or not they are reading and preparing well enough to succeed. Depending on your time constraints, you can correct them en group or correct them yourself to return later.

Require decathletes to become familiar with every term in the Glossary and the list of logic fallacies. Such familiarity will not only aid decathletes in their discussions of this novel but also will aid decathletes in doing their daily school work. Encourage them to frequently read over the terms until they know the meaning of each glossary entry and logic fallacy. Familiarity with the various logic fallacies will enhance a decathlete's ability to identify nonproductive arguments and behavior of various characters. Being able to identify specious arguments is a valuable step for a decathlete's intellectual development.

Each chapter has numerous chapter review questions, as well as follow-up questions to facilitate discussion of the book. Review questions cover materials directly from the text of the book. Follow-up questions, denoted with a bullet, require thinking and postulating about the material that arises in the answers to the review questions.

You might want to devise a system to make the group collectively responsible for writing answers. Dividing the total by the number of decathletes is one method. You can switch up the format for every chapter as a way of eliminating repetition. If you divide up the review questions, it is important to have decathletes come prepared to share their answers to the review questions with the rest of their team, to discuss the book in a circle, and for the leader to go through the questions. As decathletes are responsible for a variety of answers, the leader can look to them to participate when their questions are under discussion. Decathletes may want to, and probably should, jot down written notes for the questions for which they do not yet have to write answers.

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The vocabulary list for *Nothing but the Truth* is somewhat limited, as much of the text reflects ninth graders' day-to-day speech; these conversations do not include advanced vocabulary words. You may find additional words in the review questions that the decathletes do not know. The logic fallacies are also a source of vocabulary. A vocabulary list based on the book is provided, along with a vocabulary answer key with the word definitions. It is up to you if you want to have your decathletes look up the words to reinforce their definitions or have them use the answer key as a reference as they read the book.

MLA standards call for discussing literature in the present tense. Encourage decathletes to treat events as if they are happening in the moment, both when speaking and writing about the events in the book. Note past tense verbs can be part of a sentence written in present tense. For example, in writing about Huck Finn, a decathlete might say, "Huck tells Jim that an hour ago he saw an alligator in the river."

Knowing the facts in a story is crucial to a decathlete being able to work at the next level of literary scholarship, discerning the author's message—which may have several parts—and how the author helps a reader to come to an understanding of the message. The author's message is the themes that develop in the reading. By the end of the book, decathletes should be able to articulate the author's messages, also referred to as themes.

Please note that there is a difference between a theme and a theme topic. A theme should be a complete statement, i.e., Love is what makes life worthwhile. A theme topic can be a word or a phrase, such as "Love." Holding decathletes to these definitions will help them crystallize the lessons the author is trying to impart.

Implicit in this approach, which asks decathletes to come to conclusions about themes, is the idea that writing is an art form and a writer uses his or her art to share understanding of the human condition and universal truths. In order to unfold the message, the author uses the tools of the trade—literary devices. When decathletes understand the way devices work, they can see and appreciate the talent a writer has utilized as well as understand the message. The devices AVI uses most are reflected in the Glossary of Literary Terms and the list of Logic Fallacies included with these materials.

At the close of each discussion of each section—which essentially means at the close of a session where you have gone through all of the review questions and follow-up questions for the reading previously assigned—help the decathletes to compile a list of themes that have developed. Remember, these themes need to be stated in complete sentences. The follow-up questions are generally where decathletes will have discussed issues that give rise to themes, although some of the facts are straightforward enough to give rise to conclusions about themes. Obviously, themes will arise more than once. For a summary of major themes, you,

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the coach, should look ahead to the introduction to the Literary Devices worksheet and to the Themes worksheet included in the materials.

After you have had the decathletes read all of the chapters, take all Reading Quizzes, discuss the review questions and follow-up questions as a group, and determine themes, decathletes can complete the themes and literary devices worksheets mentioned above. These are appropriate for each decathlete to complete by himself or herself or in pairs or groups, but should be discussed in groups to aid in understanding. You can consult the finished examples to help keep discussions properly focused, but, be prepared for decathletes to come up with theories of their own. You and the group can decide if their thinking is persuasive.

The concluding activity for *Nothing but the Truth* is taking the five Super Quiz practice tests available as a supplemental study guide from Education Test Creators. Each Super Quiz practice test covers 50 multiple-choice questions, ten questions from each of the five subject areas. It is recommended that you use these tests as mock decathlon competitions. Results from the tests can either help you all to breathe a huge sigh of relief or send the decathletes back to comb over the materials in order to better prepare themselves for the big day.

Also, have the decathletes come up with their own multiple-choice test questions as they read the book. You can make up flashcards or powerpoint slides to use in practice for pop quizzes. Check out the AJHD Quizlet classroom for more questions and vocabulary flashcards.

Good luck, decathletes!

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Chapter		Pages	Pages Covered
Preface		1 - 2	2
1	Tuesday, March 13	3 - 5	3
2	Thursday, March 15	6 - 8	3
3	Friday, March 16	9 - 11	3
4	Monday, March 19	12 - 13	2
5	Tuesday, March 20	14 - 15	2
6	Wed., March 21	16 - 17	2
7	Friday, March 23	18 - 19	2
8	Monday, March 26	20 - 25	6
9	Tuesday, March 27	26 - 32	7
10	Wed., March 28	33 - 48	16
11	Thursday, March 29	49 - 58	10
12	Friday, March 30	59 - 86	28
13	Saturday, March 31	87 - 98	12
14	Sunday, April 1	99 - 105	7
15	Monday, April 2	106 - 139	34
16	Tuesday, April 3	140—167	28
17	Wed., April 4	168—173	6
18	Friday, April 6	174—175	2
19	Monday, April 9	176—177	2

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Glossary of Literary Terms

Adage, aphorism, or axiom: A short, pithy statement or figure of speech that reflects a generally accepted truth about life.

Allegory: The presentation of an abstract idea through more concrete means. Typical allegories have two levels of meaning: the story itself and a lesson (or lessons) behind the story. Allegories are generally (1) either political or historical or (2) develop an abstract theme or themes.

An example of an allegory is the story of the fox, the bird, and the grapes. When the bird will not share his grapes with the fox, the fox asks the bird instead for a song because his songs are so magnificent. Falling for the flattery, the bird opens his mouth to sing, drops the grapes, and the fox scampers away happily after grabbing them! The abstract theme, or allegory, is for people to realize they shouldn't be taken in by flattery. The story is both entertaining and instructive.

Characters can also be allegorical. In one of American's earliest books, *Pilgrim's Progress* (1678), the main character represents the abstract nature of a Christian. The main character is named Christian, and he travels from place to place, encountering problems, yet overcoming them in a way that upholds and holds up the principles of Christianity.

Alliteration: The repetition of consonant sounds at the beginning of adjacent or closely connected words

Allusion: An indirect reference to a person, event, statement, or theme found in literature, the other arts, history, mythology, religion, or popular culture. For example: a teen-age boy spends hours building a Lego castle. His girlfriend comes over, accidentally bumps it, and it tumbles down. He looks at her and says, "Ah love, my labor's lost." He has just made a clever allusion to the title of Shakespeare's play, *Love's Labor's Lost*.

Analogy: A comparison between two objects, situations, or ideas where one is well-known or understood, made for the purpose of explanation or clarification about a second less well-known or understood item.

Antagonist: The primary character or entity who acts to frustrate or prevent the goals of the protagonist.

Antithesis: A person or thing that is the direct opposite of someone or something.

Assonance: The repetition of vowel sounds in adjacent or closely connected words.

Biography: A form of nonfiction literature whose subject is the life of an individual.

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Glossary of Literary Terms

Characterization: The act of describing the character or qualities of someone or something; the way a writer makes a person in literature seem like a real person.

Colloquialism: An informal or slang expression particular to a region.

Connotation: An additional idea or emotion that is connected with a word, as opposed to its dictionary definition.

Context: The parts of a written or spoken statement that precede or follow a specific word or passage, usually influencing its meaning or effect. It may also mean the set of circumstances or facts that surround an event.

Denotation: The dictionary definition of a word; the literal meaning of a word.

Figurative language: Language that contains or uses figures of speech, especially metaphors.

Figure of speech: Words and phrases not used in their literal sense but that listeners know convey a certain meaning. For example, saying “I could eat a horse” means a person is hungry, or that “a little bird told me” means the speaker is not going to reveal the source of information.

Flashback: The occurrence in a story or novel of a scene that is not in chronological order but that happened at a previous time.

Hyperbole: A deliberate exaggeration of fact to add emphasis to a point.

Imagery: The use of particular words that create visual representations or mental pictures of ideas.

Irony: Generally speaking, irony is a discrepancy between expectations and reality. There are three types of irony: verbal, situational, and dramatic.

Verbal irony: When the speaker intends the opposite of what he or she says. The irony is indicated by the speaker’s tone. A listener understands that the words are not to be interpreted literally. For example, a mother enters her child’s messy room and says, “This room is so clean, I could eat off the floor!”

Situational irony: When what actually occurs is the opposite of what a person expects. For example, a fire station burns down.

Dramatic irony: When a reader, or audience member in a play, knows something that a character, or characters, does not. A classic example occurs when Romeo stabs himself believing Juliet is dead. Audience members or readers know she is not, that she is in a deep sleep.

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Glossary of Literary Terms

Metaphor: A figure of speech that makes a direct comparison between two things which are not similar but share something in common. Readers are generally familiar with the characteristics of one of the two things which makes understanding the second thing more comprehensible. Metaphors and similes are often interesting historical windows as often-used expressions reflect historical times and can be helpful when determining setting.

Metaphorical language: Language with poetic characteristics that draws a comparison between two subjects.

Mood: Mood and tone often get used together but have two distinct meanings. Tone is an author's attitude toward his subject and his or her vocabulary choices help to set the tone. Mood is the general atmosphere an author creates with words, evoking a certain feeling in the reader.

Onomatopoeia: The use of words such as "pow," "hiss," and "purr" that sound like the thing they are describing.

Oxymoron: An oxymoron is two unlike things mentioned side by side, such as *jumbo shrimp*, *open secret*, and *alone in a crowd*. The things together create a new, unique image.

Paradox: A paradox is a statement that appears contradictory but is in fact true. In Hamlet, the prince says, "I must be cruel to be kind." His statement seems contradictory, but if he carries out what he has in mind, his "cruel" act is actually a "kind" act. A classic paradox is that "Christ is dead, Christ is risen, Christ will come again." All three things are true but technically contradict one another.

Personification: Giving non-human animals or objects the characteristics of humans.

Plot: The actions and events that make up a literary work.

Point of view: The perspective from which a person views a subject. Also, the perspective from which an author tells a story.

Pun: A pun occurs where there is a playful use of words. Some puns occur when a person uses a word in a way that emphasizes one of its meanings when such use is unexpected, or uses a homonym so both meanings suit a statement, or uses words to be witty that sound alike or are nearly alike. A pun is not easy to explain but with practice, both identifying and creating puns is fun and an indication of intelligence!

Setting: The time and place in which a story unfolds.

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Glossary of Literary Terms

Simile: A form of metaphor that uses the words *like* or *as* in comparing two unlike objects. See the definition of “Metaphor.”

Suspense: The tension a reader experiences as a plot unfolds, creating a desire to know the outcome of a challenging situation or situations.

Symbolism: The use of an object to represent an idea or concept.

Synecdoche: The representation of a whole object by a part of the object or the representation of a part of an object by the whole object. Example: “Lend me a hand” is a request for help that involves a person’s entire body.

Theme: An underlying meaning in a literary work; an important point or idea an author wishes to convey.

Tone: Mood and tone often get used together but have two distinct meanings. Tone is an author’s attitude toward his subject and his or her vocabulary choices help to set the tone.

Understatement: Understatement is the opposite of hyperbole. Deliberately underemphasizing an occurrence or subject calls attention to the outlandish characteristics or heightened significance of the subject. For instance, describing terrible food: “I wouldn’t say it tastes great.”

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Logic Fallacies and Rhetorical Devices

Studying logic fallacies allows a person to recognize common pitfalls in arguments and to identify errors in reasoning, thus avoiding both in practice. Below is a list of common logic fallacies.

Affirming the Consequent - *if A, then B; B, therefore A (A is the antecedent and B is the consequent)*

Example: People who are Catholic attend church on Sundays. The Lee family attends church on Sundays. Therefore, the Lees are Catholic.

Appeal to Hypocrisy - *countering a charge with a charge*

Example: How can you accuse me of stealing a donut? You take food from the cafeteria all the time!

Slippery Slope - *discrediting a proposition by arguing that its acceptance will lead to a series of undesirable consequences. The slippery slope fallacy assumes all consequences are inevitable.*

Example: Voting for Paul Blank will lead to increases in property taxes, a slowdown in the economy, and loss of jobs in the area.

Appeal to the Bandwagon (*Argumentum ad populum*) - *A proposition is claimed to be true or good solely because many people believe it to be true or good.*

Example: Everyone knows that Notre Dame will win the football game this weekend.

Groupthink - *substituting pride of membership in a group for reason or deliberation in arriving at a position on an issue.*

Example: I am a member of the Republican Party. I vote for the Republican candidates in every election.

Scapegoating - *blaming a certain group or an individual for the problems of others.*

Example: All of the problems in our national legislature are the doing of the Democratic Party and its inability to send a clear message to its party members on what needs to be done to pass important legislation.

Ad Hominem - *A person's character is attacked instead of the person's arguments.*

Example: He is a convicted felon. You can't believe a thing he says. I don't believe he is innocent of this crime, despite the evidence.

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Logic Fallacies and Rhetorical Devices

Faulty Cause/Effect - *A happened, then B happened, therefore A caused B.*

Example: The apple fell off the tree. The tree died. Therefore the apple falling off the tree caused the tree to die.

False Dilemma or Black and White Fallacy - *limiting possibilities to only two alternatives, even though other alternatives exist*

Example: I thought you were a good person, but you weren't in church yesterday.

Two Wrongs Make a Right - *Wrongful behavior on someone else's part does not change wrongful behavior on your part into justified or rightful behavior.*

Example: I don't know why I'm in trouble. Jenny hit me with the ball. So, I hit her back.

Appeal to Fear - *playing on the fears of an audience by bringing up possible unpleasant consequences if the proposition is adopted*

Example: If Mr. Blank is elected as mayor, we will have more taxes, lose our jobs, and the city will suffer.

Cherry-picking - *a form of generalization in which individual cases that confirm a position are pointed out while ignoring a significant number of cases that contradict the position.*

Example: Benjamin and Sydney like chocolate ice cream, but Jennifer and Truman like bubble gum ice cream. I like bubble gum ice cream, too. Bubble gum ice cream must be the most popular flavor at the ice cream parlor.

Composition - *A whole must have an attribute because its parts have that attribute.*

Example: Jeremy has one arm, two eyes, and five fingers. Jeremy is an American. Americans must all have one arm, two eyes, and five fingers.

Division - *A part must have an attribute because the whole to which it belongs has that attribute.*

Example: Humans have hair. Bobby is human. Therefore, Bobby has hair.
(In fact, Bobby is bald. Therefore, the statement is false.)

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Logic Fallacies and Rhetorical Devices

Appeal to Ignorance - *a proposition is true because there is no evidence against it or a proposition is false because there is no evidence for it.*

Example: Alien life forms exist in our solar system.

Appeal to Authority – *believing that something is true because an expert says that the statement is true. (X says that Y is true. X is an expert. Therefore, Y is true.)*

Example: Prior to 1492, European sailors believed that the Earth was flat. The queen of Spain accepted this premise, because the extensive travels of the sailors made them experts (at the time) in geography.

Guilt by Association - *because two things share a property, they are the same. Guilt is automatically assumed because of a relationship with an unsavory group.*

Example: Jamie cheated on his English exam. Tiffany is Jamie's best friend. Tiffany probably cheated on the English exam, too.

Red Herring/Obfuscation – *when a person brings a topic into a conversation that distracts from the original point, especially if the new topic is introduced in order to distract.*

Example:

Reporter: "Mr. President, has there been progress in reforming the guidelines for granting visas to foreign students?"

President: "I am happy to report that our country is the safest country in the world and we have many foreign students who come to this country to earn college and graduate degrees."

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Vocabulary List Answer Key

stead (1)

anthem (1)

flinty (3)

steadfast (4)

middling (5)

carpe diem (6)

ramparts (7)

acknowledged (13)

inflation (16)

particulars (17)

electorate (17)

pell-mell (46)

bedlam (46)

vigilant (46)

stamina (46)

insolence (50)

botch (53)

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Vocabulary List Answer Key

provocative (62)

infraction (69)

arbitrary (80)

shoo-in (83)

condone (83)

hogwash (88)

balmy (108)

half-cocked (109)

raucous (120)

indicative (129)

animosity (129)

marrow (155)

expedite (162)

sabbatical (162)

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Instructions for Character Analysis Graphic

The Character Analysis Graphic is a tool to help you organize information regarding the characters in *Nothing but the Truth*. Complete the sheets as you read the story.

In the chart next to each character's name, answer some of the following questions:

Who is the character?

What words are used to describe the character?

Why is the character significant to the story?

What is the character's relationship to the protagonist?

What are some of the character's thoughts?

What are some statements made about the character?

What events are most associated with the character?

How is the protagonist influenced by this character?

How does the character change during the story?

What issues concern the character?

What other information do you have about the character?

2017 Super Quiz Literature: *Nothing but the Truth* - Character Graphic

Character:	Description	Role in story	Thoughts	Events	Statements made about character:
Philip Malloy					
Dr. Joseph Palleni					
Coach Earl Jamison					
Margaret "Peg" Narwin					

2017 Super Quiz Literature: *Nothing but the Truth* - Character Graphic

Character:	Description	Role in story	Thoughts	Events	Statements made about character:
Allison Doresett					
Anita Wigham					
Bernard Lunser					
Dr. Gertrude Doane					

2017 Super Quiz Literature: *Nothing but the Truth* - Character Graphic

Character:	Description	Role in story	Thoughts	Events	Statements made about character:
Dr. Albert Seymour					
Ben Malloy					
Susan Malloy					
Ted Griffen					

2017 Super Quiz Literature: *Nothing but the Truth* - Character Graphic

Character:	Description	Role in story	Thoughts	Events	Statements made about character:
Todd Becker					
Mr. Dexter					
Jennifer Stewart					
Jake Barlow					

2017 Super Quiz Literature: *Nothing but the Truth* - Character Graphic

Character:	Description	Role in story	Thoughts	Events	Statements made about character:
Mrs. Gloria Harland					
Robert Duval					
Cynthia Gambia					
George Brookover					

2017 Super Quiz Literature: *Nothing but the Truth* - Character Graphic

Character:	Description	Role in story	Thoughts	Events	Statements made about character:

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Chapter Review Questions

Instructions:

Answers to following study question are available in the text. Knowing the facts in a text is the first step to a student being able to form opinions about the underlying themes in a book. Students should be prepared to answer test questions about the facts in the text.

A bullet (•) indicates a follow-up question. These answers should be thoughtful responses. Deep thinking, and, when possible, discussing these questions with a partner or in a group, aids students in coming up with responsive, intellectual answers. Answering follow-up questions gives students the opportunity to think about themes and to enrich their understanding of people, societies, and people's functioning within societies.

Each study question is followed by the page number in parenthesis where the answer is found in the text. Students should be sure to read the suggested answers to follow-up questions and be prepared to answer test questions regarding the themes and understandings suggested in the follow-up answers.

All answers should be fully developed but do not necessarily have to be complete sentences.

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Chapter Review Questions

Preface

1. Who is the author of the MEMO for the Harrison School district and whose names are on the school stationery? _____(2)
2. What is the purpose of the memo? _____

_____(1 - 2)
3. What does #3 on the STANDARD FORMAT FOR MORNING ANNOUNCEMENTS ON PUBLIC ADDRESS SYSTEM say? _____

_____(1)
4. If this announcement is read daily during opening exercises, should all students understand the school policy that requires students to listen to the national anthem while standing quietly and respectfully at attention? _____

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Chapter Review Questions

Chapter 1 - Tuesday, March 13

1. Whose diary is highlighted? _____ (3)

2. Why does Philip want new shoes? _____
_____ (3)

3. What does Philip dream of doing in the future? _____
_____ (3)

4. Does Philip feel that going to college is a worthwhile goal? _____ (3)

) What characteristics would you think a future-bound college student should possess?

5. Who is Allison Doresett and what does Philip think of her? _____

_____ (3)

) What would you guess being “really decent” means? _____

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Chapter Review Questions

6. What does Philip identify as one of his character traits? _____ (3)

) What do you suppose he feels is magical about himself? _____

) Is special charm a characteristic you listed? _____

7. Who is Philip's English teacher, and how does he characterize her? _____
_____ (3)

) After looking up a definition for "uptight," postulate why Philip might characterize Miss Narwin as such. _____

8. What grade is Philip in? _____ (4)

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Chapter Review Questions

9. What book does Philip not want to read for his English class? _____
_____ (4)

) When Philip writes, "Have to figure a way to run past Narwin," what do you think he means? _____

) What would be the absolute best way to win Miss Narwin's favor? _____

10. Who is Anita Wigham? _____ (4)

) When composing his book, why would Avi, the author, have Miss Narwin write letters to her sister? _____

11. How long has Miss Narwin been teaching at Harrison High, and what does she feel she accomplishes? _____
_____ (4)

12. Does Miss Narwin feel that her current students love literature and reading? _____ (4)

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Chapter Review Questions

13. What question do Miss Narwin's students frequently ask her? _____
_____(4)

) Have you ever had to study and learn something in school that you felt was not going to be of any use or help to you? _____

14. Does Miss Narwin attempt to treat her students with care and fairness? _____
_____(4)

15. What term does Miss Narwin use to describe Philip? _____(5)

16. Does Miss Narwin set out any facts in her letter to her sister to back up her assessment of Philip? _____

_____(5)

) What thoughts do you have about the worth of literature? _____

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Chapter Review Questions

Chapter 2 - Thursday, March 15

1. Who is Mr. Lunser? _____ (6)
2. What does Mr. Lunser ask Philip while the national anthem is playing? _____
_____ (6)
 - ✓ Is Mr. Lunser respecting the call for “respectful, silent attention” during the playing of the national anthem? _____
 - ✓ What unspoken message has Mr. Lunser conveyed to his homeroom students?

3. Does Philip respect the call for attentive silence during the anthem? _____ (6 - 7)
4. How does Philip describe studying for exams? _____ (7)
 - ✓ Does categorizing studying for exams as “boring” seem reasonable for a student who says he wants to go to college? _____

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Chapter Review Questions

5. How does Philip plan to pass his exams? _____

_____ (7 - 8)

) Do you think his method for passing exams is sound? _____

) In your opinion, what is a good way to prepare for exams? _____

6. What does Philip think will aid him even if he does nothing to familiarize himself with
Call of the Wild? _____
_____ (8)

) Do you think Philip's plan is sound? Why or why not? _____

) Which term or terms in your Glossary of Logical Fallacies describe(s) Philip's thinking?

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Chapter Review Questions

7. What does Mr. Malloy say is the point of business? _____
_____ (8)

) Should making money be the deciding factor in every business decision? _____

8. What trait does Philip's father feel girls admire in boys? _____ (8)

) What other character traits might girls admire in boys? _____

9. What seventeen-year old does Philip admire and why? _____
_____ (8)

10. What is Philip looking forward to with extreme anticipation? _____
_____ (8)

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Chapter Review Questions

Chapter 3 - Friday, March 16

1. Who will become Philip's homeroom teacher on March 28? _____ (9)
 2. Has Allison read *Call of the Wild*? _____ (10)
 3. Does Allison like the book? _____ (11)
 4. What do you learn from Philip's conversation with Allison about Philip's behavior in English class? _____

_____ (11)
 5. Has Philip finished *Call of the Wild*? _____ (11)
-) Do you suppose Miss Narwin will find Philip's dog story amusing? Why or why not?

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Chapter Review Questions

Chapter 4 - Monday, March 19

1. Does Philip write a serious answer to question #4 on his English Term Exam? _____ (12)

) On a scale of A, B, C, D, and F, how would you grade Philip's answer? Why?

2. What grade does Philip receive for the complete exam? _____ (13)

3. Does Miss Narwin advise Philip of the real possibility that he could fail the class? _____ (13)

) Should Philip, upon learning that he could fail the class, alter his plan to trust Malloy Magic to get a good English grade? _____

) Do you think Philip might suffer adverse consequences for failing a class? What might they be? _____

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Chapter Review Questions

Chapter 5 - Tuesday, March 20

1. To whom does Miss Narwin send a letter to request funds to take a summer course?

_____(14)

2. What is a concern of Miss Narwin's regarding her teaching? _____

_____(14)

) Is Miss Narwin's wanting to take a class that will help her to help her students
admirable? _____

3. What does Miss Narwin ask for in the letter in order for her to be able to take the course?

_____(15)

4. Has Miss Narwin ever before, in her 21 years of teaching, asked for such support?

_____(15)

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Chapter Review Questions

Chapter 6 - Wednesday, March 21

1. Who is the author of the MEMO and to whom is the memo being sent? _____

_____ (16)
 2. On April 5, what are voters being asked to approve? _____
_____ (16)
 3. On April 5, what board will have new members elected? _____
_____ (16)
 4. Does Superintendent Seymour understand that people's emotions can get out of control when voters can take opposing views regarding money and board members?
_____ (16-17)
 5. What is the superintendent's comment regarding an informed voter? _____
_____ (17)
-) Is information a valuable commodity? _____

-) How will voters become informed regarding issues and candidates. _____

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Chapter Review Questions

6. What is the superintendent's advice regarding "the truth"? _____

_____ (17)

) What does the superintendent feel is "the truth"? _____

_____ (16)

) Do you think the superintendent's arguments are persuasive? Why or why not?

7. Dr. Seymour claims in his memo on page 16 that the U.S. has an aging population living on restricted and/or shrinking incomes, and such people's needs conflict with the needs of young people (presumably, their need for education). What logical fallacies help to explain the error(s) in his thinking? _____

_____ (Logic Fallacies/Rhetorical Devices)

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Chapter Review Questions

Chapter 7- Friday, March 23

1. What grade does Philip receive in English? _____ (18)
2. To what does Philip attribute his bad grade? _____
_____ (18)
3. Do you believe a teacher should grade a student based on a student's attempts to be humorous? _____

4. Is Philip upset about his pending homeroom change? _____ (18)
5. Philip does not think distinguishing between news events that happened in Vietnam as opposed to South America is important. What might be important about knowing where the events occurred? _____
_____ (18)
6. What book is Sarah Gloss reading? _____ (18)
7. Are Philip's antics to please Allison appropriate for his age, her age, and the setting? _____
_____ (18)

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Chapter Review Questions

7. What ability does Philip think he has that gives him a “jump-start”? _____
_____ (18)

) To what degree can anyone accurately know what another person thinks of someone?

8. When Phillip is out with his dad in a restaurant, Philip orders two hamburgers because his dad had said Philip could order anything he wanted, except lobster. His father, however, is upset. What might have upset the dad? _____

_____ (19)

9. What does Philip wish? _____
_____ (19)

10. Philip notes that Steve Hallick, the athlete featured in *Running Magazine*, ran a mile in four seven! What would Philip give to be like Steve? _____ (19)

) What could Philip do to have a good chance of being as successful as Steve Hallick?

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Chapter Review Questions

Chapter 8 - Monday, March 26

1. What reason does Dr. Doane, the school principal, give to Miss Narwin for denying her request for \$2,000 in order to attend a workshop? _____
_____(20)

2. Does Dr. Doane say anything in her memo that might soften the denial of funds?

_____(21)

J Do you suppose Dr. Doane is pledging her unfailing support for Miss Narwin in any situation or is she using a polite term to indicate her admiration for Miss Narwin?

3. What is Coach Jamison's concern and reason for calling Phillip in to see him? _____

_____(22)

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Chapter Review Questions

4. How was Philip supposed to know that there is a rule at the school that requires passing grades for participation on a team? _____

_____(22)

) What is Philip's excuse for not knowing the rule? _____

) How does Philip's response illustrate the fallacy that "two wrongs do not make a right"? _____

5. Philip tells the coach that he keeps trying to get Miss Narwin to like him, that she is old fashioned, and that she is boring. What could Philip do that would please Miss Narwin and perhaps make her class seem less boring? _____

_____(23)

) Philip again says that no one ever told him about the rules. Do you think a student in high school should have known that reasonably good grades are a requirement for participation on sports teams? _____

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Chapter Review Questions

6. What aphorism does Coach Jamison use to indicate to Philip a lesson that sports teaches?

_____(24)

) Interpret the coach's philosophy. _____

) Is the coach sympathetic to Phillip's claims that he didn't know the rules? Why or why not? _____

7. Does the coach have any suggestions for Philip that might still lead to Philip's success?

_____(24)

8. In Miss Narwin's class, what does Philip do while Miss Narwin is introducing Julius Caesar to the class? _____(24)

) Is ignoring what happens in a class a good way to learn the curriculum?

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Chapter Review Questions

Chapter 9 - Tuesday, March 27

1. Is Philip capable of reading a book? How do you know? _____

_____(26)

2. If Philip flunks English, why does his father think that his failing “won’t be the end of the world”? _____

_____(27)

3. Does Philip ask his mother if she and his dad are getting a divorce? _____(27)

) Is there any way to know from the facts given on page 27 if Philip is seriously wondering about his parents’ marriage? _____

4. What does Philip tell his father about Miss Narwin's attitude toward him? _____
_____(28)

) Have you read anything so far that makes you agree with Philip? _____

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Chapter Review Questions

J Why might Philip tell his father Miss Narwin “has it in for [him]”? _____

5. When Philip says “nobody likes her,” and “people don’t do well in her classes except her favorites,” what logical fallacy or fallacies is Philip employing? _____

(28, Logic Fallacies/Rhetorical Devices)

6. When Philip tells his father, “I can handle her,” what does his comment suggest?

_____ (29)

7. What logical fallacy is employed when Philip says “no one understands [Julius Caesar]”?

_____ (29)

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Chapter Review Questions

8. Does Philip tell his father the truth about his desire to be on the track team? _____(29)

) If Philip had been truthful, might his mother and father have been able to encourage him in a way that might have lead him to work harder in English and thereby get on the track team? _____

9. Philip tries to deflect his father's concern about Philip's lack of interest in the track team by saying, "Dad. I'm not you." Is Philip being honest with his dad regarding his team status? _____(30)

10. Do Miss Narwin's reason's for being outraged over Miss Howard getting grant money address the merit of Miss Howard's receiving grant money? _____

_____(30-31)

) What logical fallacies might be reflected in Miss Narwin's thinking? _____

) Is Miss Narwin's failure to get \$2,000 in grant money necessarily indicative of a lack of respect from Dr. Doane? _____

) Was there a reasonable explanation for Dr. Doane having to turn down Miss Narwin's request? _____

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Chapter Review Questions

11. Did Philip tell his father the truth about his grades and his failure to make the track team?

_____ (31)

12. What does Philip plan to do when he returns to school? _____

_____ (31)

) Will getting transferred from Miss Narwin's homeroom help Philip's English grade?

13. Mr. Malloy tells his wife that he told Phillip, "Take the bad with the good." Do you think he conveyed that message to Philip? _____

_____ (32)

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Chapter Review Questions

Chapter 10 - Wednesday, March 28

1. Who is Ken Barchet? _____ (33)

2. What is Ken's assessment of Miss Narwin? _____ (33)

) Does Ken appear to grasp that liking or not liking a teacher is not necessarily relevant to success in homeroom? _____

3. What does Ken's reference to "Malloy Magic," a name that employs alliteration, insinuate?

_____ (33)

4. Does Miss Narwin seem sympathetic toward Gloria, who has shown up in the wrong room?

_____ (34)

5. What is Dr. Doane's request, over the loud speaker, regarding the national anthem?

_____ (35)

) In your opinion, is asking for silent attention a reasonable request? _____

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Chapter Review Questions

6. What does Philip choose to do while the anthem plays? _____ (35)

7. Does Philip respond positively to Miss Narwin's request to, "Please stop it"? _____ (35)

) Should Philip suffer some consequence for disobeying a school rule?

8. When Miss Narwin talks with Mr. Benison in the faculty room, what is Mr. Benison's assessment of Philip? _____ (37)

9. According to Miss Narwin, what did Philip do in response to two requests to stop humming? _____ (37)

10. Who is Todd Becker? _____ (37)

11. What does Todd tell Philip about Miss Narwin? _____ (38)

12. What does Philip tell Todd is the reason Miss Narwin wanted him to stop humming?

_____ (38)

) Have you read anything so far in this text that supports Philip's claims? _____

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Chapter Review Questions

13. What does Philip claim he did when asked to stop humming? _____
_____ (39)

) In fact, did Philip stop the first time he was asked to stop? _____

14. What does Todd's comment about the cookies reveal? _____

_____ (39)

) Do you think Philip's humming was a genuine, patriotic response to hearing the national anthem or does he hum for a different reason? _____

15. In Miss Narwin's class, does Philip try to make a positive contribution to a discussion regarding Julius Caesar? _____ (39)

) In your experience, do teachers ever allow students to make jokes? Under what circumstances? _____

) How important is a person's intent when other people judge his or her actions? _____

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Chapter Review Questions

) How important is a person's intention to learn to being successful in a class?

16. Who sits next to Philip on the bus ride home? _____ (40)

17. What does Allison tell Philip that Todd said? _____

 (40)

18. Do you think Philip was upset that Allison walked away from him? _____

 (40)

19. What does Miss Narwin ask Mr. Lunser? _____

 (41)

20. Does Mr. Lunser give Miss Narwin a direct answer to her question? _____ (42)

) Why do you suppose Mr. Lunser avoids the questions? _____

21. How is Philip behaving at dinner? _____ (42)

22. Has Philip told his parents the obvious reason for his not being on the track team, that he got a D in English, and therefore is not passing the class? _____ (42)

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Chapter Review Questions

23. What does Philip want his father to believe is the reason he is not on the track team?

_____ (44)

24. What inflammatory word does Philip call Miss Narwin? _____ (45)

25. Does Philip actually claim that he sometimes sings along when the anthem is played in homeroom? _____ (44)

26. Does Philip actually change his claim from “singing along” to humming? _____ (44)

) Does his father seem to take notice of the distinction? _____

27. Why does Mr. Malloy ask his wife, “Now where is he going?” _____
_____ (45)

) Why do you suppose Philip has left the table? _____

28. Does Mrs. Malloy feel her husband was being supportive of Philip? _____
_____ (45)

) Do you feel Mr. Malloy was being supportive of Philip? _____

29. Has Miss Narwin found the Spring Changeover Day to be stressful? _____ (45)

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Chapter Review Questions

30. What does Miss Narwin tell her sister that students are apt to do?

_____ (46)

31. What four qualities does Miss Narwin feel a teacher needs to exhibit during times when students' challenge authority? _____ (46)

) Do you agree with Miss Narwin's assessment of good qualities for a teacher to have in order to tackle challenging students? _____

32. How happy was Philip with Day 1 in Miss Narwin's homeroom? _____ (46)

33. With whom is Allison Doresett talking on the telephone after her bus ride home?

_____ (46)

34. What has Allison noticed about Philip's demeanor today in class?

_____ (46)

35. Why does Allison not sit with Philip, but instead sits with Tod Becker? _____

_____ (47)

36. What book is Philip reading when his father wants to talk to him? _____ (47)

37. Is Philip able to sustain interest in a long book? _____ (47)

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Chapter Review Questions

38. Does Philip’s dad have it in his mind that Philip was not allowed to “sing” the national anthem? _____ (47)

39. Is Mr. Malloy trying to be supportive of Phillip? _____ (47)

) Is Mr. Malloy doing a good job of being on Philip’s side? Why or why not?

40. When Philip says, “It’s just that the teacher—“and his father interrupts, what do you suppose Philip was going to try to say? _____

41. To what does Mr. Malloy equate not being able to sing “The Star Spangled Banner”? _____ (48)

) In fact, is the real issue that Philip was denied the right to sing “The Star Spangled Banner” or that Philip was not acting in accordance with school rules?

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Chapter Review Questions

42. With whom does Mr. Malloy want to talk regarding his perception that Phillip has been denied the right to sing "The Star Spangled Banner"? _____

_____ (48)

43. What does Mr. Malloy tell Philip he has learned? _____

_____ (48)

J Has Philip in fact been denied a Constitutional right? _____

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Chapter Review Questions

Chapter 11 - Thursday, March 29

1. In Miss Narwin's Homeroom Class do the students hear the principal ask for "respectful, silent attention for the playing of [the] national anthem"? _____ (49)
2. Does Miss Narwin ask Philip to obey the rule? _____ (50)
3. Does Phillip obey the rule? _____ (50)
4. What does Miss Narwin do in response? _____
_____ (50)
J Was her response reasonable? _____

5. Does Philip tell Dr. Palleni that he, Philip, does not know why he was sent from Miss Narwin's room? _____ (50)
J Is Philip being truthful? _____

6. Does Dr. Palleni appear to want to find a reasonable solution to the dilemma? _____
_____ (50)
7. Does Philip tell Dr. Palleni that Miss Narwin will not let him sing "The Star Spangled Banner"? _____ (51)

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Chapter Review Questions

8. When Dr. Palleni asks Philip if he was loud or disrespectful or making fun, does Philip own up to being disrespectful? _____ (51)
-) Since the principal asks for “respectful” silence, is Philip, per se, disrespectful for not being silent? _____

9. Does Philip eventually admit that he did not stop humming when Miss Narwin asked him? _____ (52)
10. After reminding Philip that his purpose at Harrison High is to get an education, does Dr. Palleni quote the school rule to Phillip? _____ (52)
11. Does Dr. Palleni respond to Phillip’s request for a different homeroom and English teacher? _____ (52)
12. What does Dr. Palleni tell Philip is his purpose for being in school? _____ (53)
13. Does Dr. Palleni understand that Philip has broken a school rule? _____ (54)
14. What piece of advice, in the form of an adage, does Dr. Palleni tell Philip that Philip has already heard from Coach Jamison? _____

-) Is Philip trying to “get along”? _____

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Chapter Review Questions

15. What is Dr. Palleni's final piece of advice to Philip? _____
_____ (53)

) What might Philip's reaction be upon hearing that last admonishment? _____

16. What point does Mr. Malloy try to make to his boss regarding a job the boss sees as
"botched"? _____

_____ (53)

) Why is this an important piece of information? _____

17. What does Dr. Doane realize is consuming Superintendent Seymour's attention?
_____ (54)

18. What does Dr. Doane have to say regarding Miss Narwin's request to attend a workshop
where there would be "master teachers"? _____
_____ (55)

19. What direct statistical tie-in does Dr. Doane mention? _____

_____ (55)

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Chapter Review Questions

20. Who does Dr. Doane, who regrets that Miss Narwin did not get funding for the summer workshop, feel is the school's best English teacher? _____ (55)
21. What is Mr. Malloy's assessment of his position at his job, according to his comment to his wife? _____
_____ (56)
-) What bearing might Mr. Malloy's sense of being powerless at work have on his handling of the perceived denial of Phillip's rights? _____

22. What does Philip tell his parents at dinner? _____

_____ (57)
-) Is Phillip being completely truthful? _____

23. What does Mr. Malloy tell Philip that he hopes Philip did? _____
_____ (57)
-) Why might Mr. Malloy have said this? _____

-) In fact, is Mr. Malloy seeking all the relevant facts in Philip's situation? _____
24. Does Mr. Malloy vow to stand behind Philip if he sticks up for himself? _____ (57)

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Chapter Review Questions

25. What is Mr. Malloy's response to Philip's assertion that Miss Narwin is "really nuts"?

_____ (57)

) Is Mr. Malloy's response admirable? _____

26. Does Miss Narwin tell her sister that she, Miss Narwin, feels supported by her principal?

_____ (58)

) Has Dr. Doane based her support for Miss Narwin on clear evidence and facts? _____

27. Does Phillip feel supported by his parents? _____ (58)

) Have Phillip's parents based their support for him on clear evidence and facts.

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Chapter Review Questions

Chapter 12 - Friday, March 30

1. In his homeroom, did the principal's request for respectful, silent attention for the playing of the national anthem come through the intercom system? _____ (59)

2. Does Philip hum while the anthem is played? _____ (59)

3. What does Philip say to Miss Narwin when she asks him if he is humming? _____
_____ (59)

) In fact, does Philip have such a right? _____

4. What does Philip say to Miss Narwin when she tells him his actions are "thoroughly disrespectful"? _____
_____ (60)

) In fact, is Philip being disrespectful at this point? _____ (60)

5. Does Miss Narwin have the right to stop Philip from singing? _____

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Chapter Review Questions

6. What does Dr. Palleni establish is the reason for Philip being sent to his office the second day in a row? _____
_____ (60—61)
-) For the sake of technicality, is Philip actually trying to sing the song? _____

-) Is there a distinction? _____

7. Does Philip agree with Dr. Palleni that they had established and agreed that when a school has rules, people stick to them? _____
_____ (61)
8. What does Dr. Palleni explain to Philip is the consequence for being sent twice to his office? _____
_____ (61)
9. What does Dr. Palleni suggest Philip do in order to avoid being suspended? _____
_____ (61)
-) Do you think Dr. Palleni's suggestion is fair? _____

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Chapter Review Questions

10. What does Dr. Palleni say to Philip when Philip asserts that, "It's a free country"? _____

_____ (62)

) Would Philip have benefited from an explanation such as the one above in the FQ following SQ3? _____

11. Is Dr. Palleni clear about the consequences Philip will suffer if he will not apologize and agree to follow school rules? _____ (62)

12. Is Philip adamant that he and Miss Narwin do not get along? _____ (62)

) Is there an easy way for them to get along? _____

13. What does Dr. Palleni tell Miss Narwin he has offered to Philip as a way to solve the dilemma? _____
_____ (63)

14. What does Miss Narwin suggest regarding Philip's homeroom assignment? _____

_____ (63)

15. What does Miss Narwin suggest regarding suspending Philip? _____
_____ (63)

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Chapter Review Questions

16. In fact, does Miss Narwin seem to have a poor opinion of Philip? _____
_____ (63)

17. Does Dr. Palleni offer Philip one more chance to avoid suspension? _____ (64)

18. In fact, does Dr. Palleni give Philip a break by making the suspension shorter than he could have? _____
_____ (64)

19. What does Dr. Palleni specify is the reason for the phone call to Mrs. Malloy? _____
_____ (65)

20. When Mrs. Malloy first asks what rule has been broken, does Dr. Palleni adequately tell her which one? _____ (65)

21. When Mrs. Malloy asks a second time which rule Philip has broken, does Dr. Palleni tell her? _____
_____ (66)

) Do you think Mrs. Malloy's understanding of the nature of Phillip's offense might have helped her formulate an appropriate response to Phillip's suspension? _____

22. Even after calling Mrs. Malloy to come for Philip, does Dr. Palleni offer Philip one more chance to avoid suspension? _____ (66)

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Chapter Review Questions

) How culpable is Philip in bringing a serious problem upon himself? _____

23. When Mrs. Malloy calls Mr. Malloy at his work to tell him of Philip's suspension, can she tell him which Rule Philip has broken? _____ (67)

24. What is Mr. Malloy's assessment of the school's intent? _____

_____ (67)

) Might Mr. Malloy's attitude have been different if his wife had been able to tell him that Phillip broke the school rule requiring respectful silence during the playing of the national anthem? _____

25. In fact, what does Mr. Malloy think Philip has done? _____ (67)

) In fact, is Mr. Malloy's assessment correct? _____

26. What is the substance of Dr. Palleni's memo to Philip? _____

_____ (68)

27. When Dr. Palleni explains to Mrs. Malloy what Philip has done, does Dr. Palleni tell her which rule specifically Philip has broken? _____
_____ (69)

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Chapter Review Questions

28. Does Dr. Palleni give Philip another chance to apologize and avoid suspension?

_____ (69)

29. Once again, Dr. Palleni describes Philip's transgression as "disturbing a class" (69). Mrs. Malloy, however, leaves thinking that there should not be a rule against singing the national anthem. Does Mrs. Malloy adequately understand Philip's wrongdoing? _____
(65—66)

) Does Philip's initial explanation at dinner a day or so earlier contribute to Mrs. Malloy's misunderstanding of Phillip's dilemma? _____

30. On the ride home, Mrs. Malloy asks Philip, "What is this all about?" which insinuates what?

_____ (70)

31. When Philip tells his mother that there is "nothing to apologize about," is he continuing to mislead her? _____

_____ (71)

) Do you think Philip is intentionally misleading his mother? _____

_____ (71)

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Chapter Review Questions

32. Does Philip categorize his treatment as “being pushed around”? _____ (71)

) Is Philip using inflammatory language to earn his mother’s sympathy? _____

) What logical fallacies might encompass Philip’s behavior? _____

33. Does Philip like the idea of going to Washington Academy? _____
_____ (71)

34. What is the substance of Dr. Palleni’s memo to Mr. Lunser? _____

_____ (73)

) In fact, does Philip have a personal problem? _____

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Chapter Review Questions

35. Has Philip upset his mother? _____ (71)

) Do you think his original intention when he began humming in homeroom was to upset his mother? _____

36. In his memo to Dr. Doane, the school principal, does Dr. Palleni indicate that Philip's homeroom transfer and suspension is a serious, perhaps unusual, occurrence?
_____ (74)

37. In his comment to Miss Narwin, does Dr. Palleni tell her that Philip's mother understands Philip's suspension and, in fact, indicate that to Mrs. Malloy, the incident was "no big deal"?
_____ (75)

) Do you think Mrs. Malloy does understand Philip's suspension and believe it to be warranted? _____

38. Does Miss Narwin indicate any regret that Philip was suspended? _____

_____ (75)

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Chapter Review Questions

39. From the conversation between Ken Barchet and Philip, what facts can you glean regarding Philip's conduct in Miss Narwin's room? _____

_____ (76)

) Ken asks Phillip if they are "going to work out" after Philip's deliveries. What do you suppose their workout will focus on? _____

40. In his phone conversation with Allison, what does Philip allege Miss Narwin did? _____

_____ (77)

) In what way is Philip's statement true? In what way is it not true? _____

41. Does Allison offer Philip a sympathetic response? _____

_____ (77)

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Chapter Review Questions

42. What is Miss Narwin's chief concern regarding Philip that is evident in her letter to her sister? _____

_____ (78)

) In fact, what is going on in Philip's life that has been dictating his behavior?

43. In the conversation between Philip's parents, what do you learn about his father's day?

_____ (78)

) Is Mr. Malloy's feeling of being slighted at work apt to color his assessment of Philip's experience at school? _____

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Chapter Review Questions

44. When Mr. Malloy wants details about what happened at school, what does Mrs. Malloy tell him? _____ (78)

) In fact, was what Mrs. Malloy told him (see page 67) actually helpful to his understanding? _____

45. What does Mr. Malloy tell Philip they “don’t intend to take” when Mr. Malloy asks Philip to tell him about “the whole thing”? _____ (79)

) What do you think “it” refers to? _____

) Do you think Philip is likely to embellish the school’s response in his story given his father’s attitude, tell the story as truthfully as he can, or diminish his culpability in the retelling? _____

46. Does Mr. Malloy take any note of his wife’s telling him that a rule was involved in Phillip’s suspension? _____ (80)

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Chapter Review Questions

47. Does Mr. Malloy think that the school has a rule against singing "The Star Spangled Banner"? _____ (80)

) Has Mr. Malloy characterized the school rule correctly? _____

48. Who does Mr. Malloy think would be interested in Philip's situation?
_____ (80)

49. Why would Ted Griffen be interested according to Mr. Malloy? _____

_____ (80)

50. Does Mr. Malloy pay attention to Philip's remark regarding his desire to get out of Miss Narwin's class? _____ (80)

) Do you suppose Mr. Malloy's actions might have been different if he had?

51. Does Mr. Malloy accurately report to Ted Griffen the reason for Philip's suspension?
_____ (81)

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Chapter Review Questions

52. What does Ted Griffen feel would be a good step? _____

_____ (82)

) What do you think would have been a good step for Ted Griffen to take?

53. What does Mr. Griffen say people are tired of? _____ (83)

) Does Mr. Griffen reveal who is performing in an “old way”? _____

) Does Mr. Griffen’s characterization of behavior as an “old way” convey with any clarity an issue that can be addressed? _____

54. How does Mr. Griffen characterize the issue Philip is caught up in?

_____ (83)

) Is characterizing a problem as “outrageous” before one has examined the aspects of a problem indicative of a person seeking facts? _____

55. For Philip, how easy is telling his story without interruption? _____ (84)

56. Does Mr. Malloy accurately know Philip’s homeroom teacher’s name? _____ (84)

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Chapter Review Questions

57. When Philip tells the reporter that “she kicked me out . . . for singing [the national anthem]” without any other facts, has he accurately characterized the reason for his suspension?

_____ (84)

58. When Mr. Malloy says, “It’s true. The principal even admitted it to my wife,” is he being accurate? _____

_____ (85)

) What effect might hearing the word “admission” have on the reporter?

59. What does Ms. Steward ask Philip after Mr. Griffen says he would not accept such occurrences if he were on the board? _____

_____ (85)

60. What does Philip tell Ms. Griffen when she asks him if he has any sense why he in particular was kicked out? _____ (85)

) Has Philip clearly explained what the rule was when he uses “it” to refer to his situation?

) Do you think as a reporter Ms. Steward did a good job of obtaining the five w’s of good reporting: who, what, where, when, and why? _____

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Chapter Review Questions

61. In his last comment, what does Mr. Griffen say parents have a right to expect schools will teach? _____ (86)

62. What value(s) is Harrison High trying to teach Philip by suspending him? _____

63. How does Philip characterize “the whole thing”? _____
_____ (86)

) Philip writes that “everybody says I was right” (86). Was he? And who is “everybody”? _____

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Chapter Review Questions

Chapter 13 - Saturday, March 31

1. Who does Jennifer Stewart of the *Manchester Record* call? _____
_____ (87)
2. What does Ms. Stewart say is the purpose of her call to Superintendent Seymour?
_____ (87)
3. What is the only sustentative question Miss Stewart asks Dr. Seymour when she first calls him? _____
_____ (87)
4. What is Dr. Seymour's response to Miss Stewart's sustentative question? _____

_____ (87)
5.) Given that Ms. Stewart purported to want to check facts, do you feel she succeeded in learning important information regarding Philip's situation from her phone conversation with Superintendent Seymour? _____

5. Ms. Stewart calls Dr. Doane, the school principal, to discuss Philip's suspension. Why is Dr. Doane uninformed about Philip's suspension? _____

_____ (89)

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Chapter Review Questions

6. Why does Dr. Doane not want to discuss the matter of Philip's suspension with a news reporter? _____
_____ (89)

7. How does Ms. Stewart characterize Dr. Doane's reluctance to discuss the matter?

_____ (89)

) Does using the phrase "not wish to cooperate" have a negative tone? _____

8. When Ms. Stewart asks Dr. Doane if "a student in your school" would "run into difficulty by singing the national anthem, what is Dr. Doane's response? _____
_____ (90)

) Do you see any weaknesses in Dr. Doane's response? _____

) How complete do you think Ms. Stewart's interview of Dr. Doane was at getting a complete picture of what transpired that provoked Phillip's suspension?

9. What is the substance of the letter Philip receives? _____

_____ (91)

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Chapter Review Questions

10. Why does Mrs. Malloy think the school has made the homeroom switch? _____
_____ (91)

) Is Mrs. Malloy's assessment vague? _____

11. Does Mrs. Malloy think that the school might have been wrong, for some reason, about Phillip's English grade? _____

_____ (91)

) What details does Mrs. Malloy omit from her reasoning? _____

12. In her conversation with Dr. Palleni, does Ms. Stewart get a definitive answer from him regarding the school having a rule that prohibits singing "The Star Spangled Banner"? _____ (92)

) Is Ms. Stewart doing a thorough job of determining what occurred to provoke Philip's suspension? _____

13. Did Dr. Palleni inform Dr. Doane on Friday that he had suspended a student, Philip Malloy, for singing "The Star Spangled Banner"? _____

_____ (93)

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Chapter Review Questions

14. Is Ms. Stewart's follow up question a reasonable attempt for her to discern facts? _____

_____ (93)

) Is Ms. Stewart able to determine the nature of Dr. Palleni's denial? _____

15. Does Ms. Stewart's conversation with Dr. Palleni add any clarity to the situation regarding Phillip's suspension? _____ (93)

) How could Dr. Palleni have helped clarify the suspension for Ms. Stewart so that relevant facts were unmasked? _____

16. In her call to Miss Narwin, what does Ms. Stewart claim she is "simply trying" to do? _____ (94)

17. Does Ms. Stewart claim that she wants to be fair? _____ (94)

18. What does Ms. Stewart present to Miss Narwin as the reason for Philip's suspension?

_____ (94)

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Chapter Review Questions

19. Does Ms. Stewart ask Miss Narwin to shed some light on the matter? _____ (94)

20. Does Miss Narwin explain the situation to Ms. Stewart so that she understands Philip's transgression? _____

_____ (94-95)

) Why does Miss Narwin not fully develop her answer? _____

) How could Miss Narwin have helped clarify the suspension for Ms. Stewart so that relevant facts were unmasked? _____

) Has Ms. Stewart done a reasonable job interviewing Miss Narwin? Why or why not?

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Chapter Review Questions

21. What is Philip's lament regarding his newspaper-route customers? _____
_____ (98)

J What is ironic about Phillip being upset that there are some people who do not think that they have to follow rules? _____

22. How might Philip make his way onto the track team? _____

_____ (98)

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Chapter Review Questions

Chapter 14 - Sunday, April 1

1. In her article for the *Manchester Record*, what does Ms. Stewart say Philip's suspension is not? _____ (99)
2. What behavior does Ms. Stewart report is "only natural" for Philip? _____
_____ (99)
3. J Does Ms. Stewart mention any other students' behavior during the anthem? How would such information influence a reader's understanding of Phillip's situation?

3. Ms. Stewart reports that "Philip" sang the anthem "in every other class". Is this an accurate fact? _____ (99)
4. Ms. Stewart reports that Miss Narwin changed the rules. Is that accurate? _____ (99)
5. J Ms. Stewart mentions rules. Does Ms. Stewart accurately report on any existing school rules at Harrison High? _____
5. Did Dr. Palleni refuse to be interviewed regarding school policy, which is what Ms. Stewart insinuates? _____
_____ (99)

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Chapter Review Questions

6. Does Ms. Stewart realize that Philip would like to be on the school track team?
_____ (100)
7. Does Ms. Stewart seem to know what Philip would need to do to become part of the track team? _____ (100)
8. Is the information in the article's last paragraph that the Township will vote soon on a new school district budget related to Philip's suspension? _____ (100)
9. What does Dr. Seymour want Dr. Doane to read? _____

(100)
10. What does Dr. Doane explain to Dr. Seymour? _____

(101)
11. Does Dr. Doane believe anyone could take this matter seriously? _____ (101)
12. Does Dr. Doane feel anyone reads information in the paper about the schools?
_____ (101)
13. Why does Ken Barchet call Philip on April 1? _____

_____ (102)

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Chapter Review Questions

13. After reading the news article, why does Mr. Malloy think Miss Narwin should be fired?

_____ (103)

) Does information printed in a newspaper necessarily mean that it is true? _____

14. Does Philip seem to be happy with the newspaper article? _____

_____ (103)

) What might be on Philip's mind? _____

15. Does Mr. Malloy hope that his boss sees the article? _____ (104)

) Why might Mr. Malloy want his boss to see the piece? _____

16. Is Miss Narwin upset about the piece in the paper? _____ (104)

) Why might she be? _____

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Chapter Review Questions

17. In his speech, what does Ted Griffen pledge to do if elected? _____

_____ (105)

) Is following school rules an American value? _____

18. Is Ted Griffen in favor of having computers in classrooms? _____

_____ (105)

) Because one generation did not need a product, such as computers, is that proof that a subsequent generation does not need them? _____

19. In his diary, Philip says, "It's her fault. Not mine" (105). To what is Philip referring when he says "it"? _____

_____ (105)

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Chapter Review Questions

20. Do you sense that Philip is disgusted that Steve Hallick lost a race? Why might he be upset?

(105)

) Why might that be ironic? _____

21. Why does Philip think living without parents might be nice? _____

(105)

) What does living with parents or not living with parents seem to infer? _____

) Are rules valuable to an organization or society? _____

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Chapter Review Questions

Chapter 15 - Monday, April 2

1. What wire service is reporting on the events surrounding Philip's suspension?

_____ (106)

) What is the function of a wire service? _____

2. Based on your knowledge of the circumstances surrounding Philip's suspension, are inaccuracies present in the American Affiliated Press wire service story? _____

_____ (106)

3. How does Jake Barlow, a radio talk show host on WLRB, describe himself? _____
_____ (106)

) Do you suspect that reasoned discourse will occur on this show surrounding the matter of Philip's suspension? _____

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Chapter Review Questions

4. Does Jake Barlow claim to be making up the story of Philip's suspension? If not, why does he claim legitimacy for the story? _____
_____ (107)
5. Because a person reads something, does that mean what is read is true? _____

5. Do Jake Barlow's introductory comments reveal any bias regarding the story? Why or why not? _____

_____ (107)
6. What is Mrs. Gloria Harland's position? _____
_____ (108)
7. Why is Mrs. Harland calling Dr. Seymour? _____

_____ (108)
8. Does Dr. Seymour assure Mrs. Harland that "nothing of the kind" occurred? _____ (109)

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Chapter Review Questions

9. What does Dr. Seymour wish to do before he gets worked up, or “half-cocked”?

_____ (109)

) Is his response cool and level headed or emotional and unreasonable? Why?

10. In his talk show, does Jake perpetuate the idea that Philip was dismissed for singing the national anthem rather than for breaking a school rule, several times, and refusing to make any amends that could have prevented his suspension? _____ (110)

11. When the caller to the show, Steve, refers to the school’s misdeed, what does Jake insert?

_____ (110)

12. Does Jake feel the teacher he refers to should be fired? _____ (110)

) Do you think Miss Narwin should be fired because of Philip’s suspension? _____

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Chapter Review Questions

13. What does Jake's "notion of schooling" encompass? _____

_____ (110)

) Are public schools supposed to foster prayer in school? _____ (110)

) Is Jake's proposal that public education should include parents a clear idea of the role parents should play in education? Is there any indication in Philip's case that his parents were denied a role in his education? _____

) Whose needs are being met on Jake's radio show? _____

_____ (110)

14. What does the principal, Dr. Doane, reiterate to Dr. Seymour when he says he called to discuss "the boy who was suspended for singing"? _____

_____ (111)

15. What seems to be Dr. Seymour's chief concern? _____ (111)

) Dr. Seymour states that what people are saying is important, not whether what they are saying is true or not. Do you think Dr. Seymour could take steps to combat what people are thinking mistakenly? Should he? _____

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Chapter Review Questions

16. What does Dr. Seymour want from Dr. Doane? _____
_____ (111)

) Do you agree that Dr. Doane's report should be short? _____

17. How does Jake refer to Liz? _____
_____ (112)

) Does Jake's reference to one of his callers as "Liz baby" indicate a respect for the caller?

18. What does Liz see as the reason for Philip's suspension? _____

_____ (112)

19. Does Liz give any reason for thinking the teacher who is being blamed for Philip's suspension should be removed? _____
_____ (112)

) Did Miss Narwin have a right to send Philip out of her homeroom? _____

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Chapter Review Questions

20. What does Liz feel Miss Narwin's effect is on Liz's life? _____

_____ (112)

) Has Miss Narwin taken away one of Liz's rights? _____

21. What is Robert Duval's job? _____
_____ (113)

22. Why is Robert Duval contacting Dr. Doane? _____

_____ (113)

23. What assertion in the AAP article does Dr. Doane choose to contradict? _____

_____ (114)

) Do you think Dr. Doane should have taken the opportunity to establish more facts regarding the suspension than just the one regarding Philip's grade? _____

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Chapter Review Questions

24. What does Dr. Doane say to the reporter that does speak to the truth of the article?

_____ (114)

) Does Dr. Doane recite any facts to supplant the assertions in the AAP article or that would make the actual event any more accurate? _____

25. When does Dr. Doane want the reporter to call her back? _____

_____ (114)

) Do you think Dr. Doane missed a chance to help set the record straight? _____

26. Who is Jake's next caller? _____ (115)

27. What question regarding children does Jake ask Roger? _____

_____ (115)

) Is Roger's interest in the question or ability to discuss it increased or decreased by being a parent? _____

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Chapter Review Questions

28. What is Roger's chief concern regarding the story? _____

_____ (115)

29. Is Jake happy to discuss the possibility of the teacher's point of view? _____

_____ (115)

30. Is Jake willing to concede that a boy singing "The Star Spangled Banner" could be creating a nuisance? _____ (115)

) Can you think of any situations where a boy singing "The Star Spangled Banner" could be a nuisance? _____

31. What is Roger's job? _____ (116)

) Should any caller, regardless of his or her job, be able to discuss the question on Roger's show? _____

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Chapter Review Questions

32. How does Jake refer to the teacher? _____ (116)

) Has Jake been willing to consider any legitimate reason for Philip's suspension?
_____ (116)

) What interest does Jake have in furthering misinformation? _____

33. According to Jake, what problems follow a lack of patriotism? _____

_____ (116)

) Has Jake made a convincing argument for his position? _____

34. How does Jake characterize Roger, the man who asked a logical question regarding the teacher's side of the story? _____

_____ (116)

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Chapter Review Questions

35. What suggestion does Jake make to his listeners regarding Miss Narwin? _____

_____ (116)

) What is implied by his suggestion to send a “brick”? _____

_____ (116)

36. What adjective does Dr. Doane use in her second comment to Miss Peg Narwin, on p. 117,
to describe the way she wishes to get Miss Narwin’s story “down”? _____

_____ (117)

) How much confidence do you or does your group have in her ability to understand the
incident “clearly”? _____

37. In Miss Narwin’s recollection of the occurrences in her homeroom, do you agree with her
retelling? _____

_____ (117)

38. Does Dr. Palleni challenge Miss Narwin’s account? _____

_____ (117)

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Chapter Review Questions

39. Do any of the three participants in this conversation know why Philip acted out in homeroom? _____ (118)

40. What information does Miss Narwin reveal regarding Philip's experiences in her English class? _____

_____ (118)

41. Can the adults review this exam question? _____
_____ (118)

42. Where does Dr. Palleni believe the source of Philip's conduct lies? _____ (118)

43. Does the superintendent feel he needs to get at the root cause of Philip's misconduct? _____ (118)

44. What does Dr. Doane intend to say about the incident? _____

_____ (118)

) Has she been successful in conveying this message to date? _____

45. Should Miss Narwin shoulder the responsibility for Philip's suspension? _____

_____ (118)

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Chapter Review Questions

46. What does Dr. Palleni say in his defense? _____

_____ (119)

) In fact, did Dr. Palleni bend the rules somewhat by offering Philip the chance to apologize and promise not to hum anymore in homeroom? _____

) Is “bending rules” fair or not? _____

47. What does Dr. Doane feel will become of the incident? _____

_____ (119)

48. What does the principal ask Dr. Palleni to do? _____

_____ (119)

49. In the memo Dr. Palleni writes to the superintendent, Dr. Seymour, do you think he has truthfully represented the facts? _____

_____ (120)

) In the main, is Dr. Palleni’s summary of the facts close enough to the truth to be fair to Philip? _____

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Chapter Review Questions

50. When the principal speaks to Ken Barchet, a student in Philip's homeroom, does Ken shed much light on the incident? _____

_____ (122)

51. When Ken telephones Philip, how is Philip feeling? _____ (122)

) To date, has Philip benefited from his plan to use "Malloy magic" to reach his goal of joining the track team? _____

52. Ken tells Philip that he told the principal the incident was "funny". In fact, did Ken tell Dr. Doane that the incident was funny? _____ (123)

) Why might Ken have said this? _____

) Do you think people sometimes remember things as they wished they had happened vs. how they did happen? _____

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Chapter Review Questions

53. With whom does Ken intend to work out in the afternoon? _____ (123)

) Is Philip missing the opportunity to practice with his friends? _____

) To date, how successful has Philip's plan been to affect his eligibility for the track team by getting transferred from Miss Narwin's English class? _____

54. What information is Cynthia Gambia able to contribute to Dr. Doane's search for what transpired when Philip acted up in Miss Narwin's homeroom? _____

_____ (124)

55. What value judgment does Cynthia make when asked if she'd like to "add anything else"? _____

_____ (125)

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Chapter Review Questions

56. To whom is Ted Griffen delivering a speech? _____
_____ (125)

57. What specific promise does Ted offer in his speech? _____
_____ (125)

58. Ted tells the group he is shocked that a student was expelled for “simply” desiring to sing the national anthem. Is that an accurate representation? _____ (125)

59. What is Ted’s source for the “full story”? _____
_____ (125)

60. What does Ted see as pointless if young people cannot practice patriotism? _____
_____ (125)

) Is Ted’s point logical? If students cannot practice patriotism could they still benefit from working with computers? _____

) Is the fact that his generation “never seemed to need” computers a good reason to deny present students computers? _____

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Chapter Review Questions

61. From Dr. Doane's conversation with Allison Doresett, does the principal feel as if a child being suspended for violating a school rule is a "big thing"? _____

_____ (126)

62. What does Allison tell Dr. Doane when asked what she saw in homeroom? _____

_____ (127)

) Do you think Allison's assessment is believable? Why or why not? _____

63. Does Allison believe Philip's motive for acting out in homeroom was to "get Miss Narwin in trouble"? _____ (127)

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Chapter Review Questions

64. What is the substance of the memo Dr. Doane, the principal, sends to Dr. Seymour, the superintendent? _____

 (128-129)

What in this memo would you point to as being not quite accurate? _____

65. What is the substance of the telegram sent to Miss Narwin from the YOUNG AMERICANS FOR AMERICA?

 (130)

Do you feel Miss Narwin warrants this condemnation? _____

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Chapter Review Questions

66. What is the substance of the telegram to Philip Malloy from the SOCIETY FOR THE PRESERVATION OF FREE SPEECH? _____

_____ (130)

) What limitation does the group ignore on a person's right to free speech?

67. What is Charles Elderson's thought regarding Miss Narwin? _____
_____ (131)

) Does Mr. Elderson specify any objective measurements to weigh Miss Narwin's fitness to teach? _____

) What constitutional right is Mr. Elderson overlooking in his call for Miss Narwin to be "kicked out of teaching"? _____

68. Are there any substantial differences between the points in Dr. Seymour's memo to Mrs. Gloria Harland, Chairman of the School Board, and Dr. Doane's summary memo to Dr. Seymour? _____ (131—133)

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Chapter Review Questions

69. Why are Philip's parents feeling good and wanting to celebrate at 6:20 PM on Monday, April 2? _____

_____ (133)

) What, in your or your group's opinion, is positive about Philip being talked about regarding the item in the paper (pp 99—100)? What is not positive? _____

) What might be a reason for Philip's parents not to choose to celebrate that evening?

70. Is Philip as enthused about his status as his parents are? _____ (134—135)

71. What is the reason Mr. Malloy thinks Philip can feel proud? _____

_____ (134)

) In fact, was Philip motivated to hum along with the national anthem because he wanted to be seen as patriotic? . . . Or that he felt merely playing the anthem, rather than singing it, was a slight to his country? _____

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Chapter Review Questions

72. Does Philip relish returning to school when students have been and probably will be talking about him? _____
_____ (134)

73. Is Mr. Malloy's belief that Mr. Lunser likes kids singing accurate? _____
_____ (135)

J In fact, has Mr. Lunser ever encouraged any students to sing the national anthem?

74. In his speech to the Harrison Chamber of Commerce, does Ted Griffen accurately convey the reason that Philip was suspended from school? _____

_____ (135-136)

75. Does the newspaper account that Miss Narwin's sister reads in Florida perpetuate the same fallacies as the account in the *Manchester Record* (99—100)? _____
_____ (136—137)

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Chapter Review Questions

76. What question does Anita Wigham ask her sister at the end of their conversation? _____
_____ (137)

) In your or your group's opinion, how does the separation from truth that the article conveys come into being? _____

77. Is Miss Narwin upset by the conversation with her sister? _____ (137—138)

78. What reassurance does Dr. Doane offer Miss Narwin? _____

_____ (138)

79. What does Dr. Doane suggest Miss Narwin do the following day? _____
_____ (138)

) Do you think Miss Narwin should take a day off? _____

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Chapter Review Questions

80. How does Philip characterize the substance of the telegrams? _____

_____ (139)

) Why is it not surprising that Philip does not understand the telegrams? _____

81. Why is Philip glad to be going back to school and being in Mr. Lunser's homeroom?

_____ (139)

82. What does Philip intend to do to aid his quest to get on the track team? _____

_____ (139)

) Do you think Miss Narwin will be receptive to his request? _____

83. How is Philip feeling? _____ (139)

) What might be the reason for Philip's nervous feeling? _____

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Chapter Review Questions

Chapter 16 - Tuesday, April 3

1. What does Linda Dorchester's letter suggest causes the problems with young people and education? _____ (140)

J Is there a requirement for people to be patriotic in order to acquire knowledge? _____
2. Carlton Haven laments that "we," ostensibly teachers, "suffer enough from unfair criticism" without "people like you." What is ironic about Mr. Haven's lament? _____

_____ (140)
3. David Maik refers in his letter to Miss Narwin as "people like you". What weakness is there in his addressing Miss Narwin so broadly? _____
_____ (141)
4. When David Maik fought for his country, do you suppose he was fighting for the American value of presuming people are innocent until proven guilty? _____ (141)
5. Can you think of something better for Laura Jacobs to do with her time than attacking a teacher who is mentioned in a news article? _____

_____ (141)
6. What are people who have sent telegrams to Dr. Seymour or have telephoned him demanding? _____ (142)

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Chapter Review Questions

7. Does Dr. Seymour seem prepared to defend Miss Narwin from such attacks? _____

_____ (143)

) Do you think a school system lead by a person who does not support its teachers will suffer adverse consequences? _____

8. What does Mr. Malloy believe “proves” that “[Philip was] right”? _____

_____ (143)

) Is Mr. Malloy overlooking the possibility that a number of reasons might exist for the school to move Philip’s homeroom? Can you suggest some? _____

9. Is Philip able to convey to his father his concern that he is still in Miss Narwin’s English class? _____ (144)

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Chapter Review Questions

10. Is Mr. Malloy's advice to Philip specific enough to be helpful to him? _____

_____ (144)

11. Does Ken Barchet want Philip to be part of the track team? _____ (145)

12. Does Ken Barchet feel that Philip is mad at Miss Narwin? _____ (146)

13. What does Ken recognize that Philip does not? _____

_____ (146)

14. What does Philip think is going to make everyone involved in his suspension and its subsequent, related happenings get over any bad outcomes resulting from the suspension?

_____ (146)

) Do you think people who have suffered negative consequences from Philip's suspension will feel as if his apology returns their lives to normal? _____

15. How many telegrams have arrived at the school regarding Philip's suspension? _____

_____ (146)

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Chapter Review Questions

16. What is Miss Narwin's response when Dr. Doane tells her she "[has] to accept the idea that it's all a misunderstanding"? _____
_____ (147)

) Why do you suppose Miss Narwin responds the way she does? _____

17. Does Miss Narwin feel that the school's statement regarding the "misunderstanding" supports her? _____ (147)

18. Does Dr. Doane transfer Philip from Miss Narwin's English class? _____ (147)

19. Why does Miss Narwin question the move? _____

_____ (148)

20. What does Miss Narwin respond when Dr. Doane says, "We are trying to be evenhanded"? _____
_____ (148)

) What do you suppose Miss Narwin means? _____

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Chapter Review Questions

21. Is Dr. Doane sympathetic to Miss Narwin? _____ (148)

) Is Dr. Doane's behavior a surprise given that she previously told Miss Narwin "you are the one who should be a master teacher" (55); that she told Miss Narwin she "[has] complete confidence in [her]" (138); and that she told Dr. Seymour, the superintendent, that she expected him to "support Peg Narwin" (142)? _____

22. Has Philip's relationship with Allison Doesett been helped or harmed by his conduct in Miss Narwin's room? _____ (149)

23. In the Memo from Dr. Seymour, the Superintendent of the Harrison School District, to Mrs. Gloria Harland, the Chairman of the School Board, does the information contradict the policy that was in place in Philip's school? _____ (149, 1—2)

) What has changed? _____

_____ (149)

) To be fair to Miss Narwin, should the new memo have mentioned a change in its policy?

24. On April 3, in Mr. Lunser's homeroom, does he show respect for the announcements during homeroom? _____
_____ (150)

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Chapter Review Questions

25. In homeroom that day, the same day Dr. Seymour has told Mrs. Harland that “no rule prohibits a student from singing along if he/she so desires,” does the announcer ask for students to “rise and stand at respectful, silent attention for the playing of our national anthem”? _____ (150)

) Is the announcement a direct contradiction to what Dr. Seymour tells Mrs. Harland?

) Is this fair to Miss Narwin? _____

26. Does Philip want to sing the national anthem in Mr. Lunser’s homeroom that morning?
_____ (150)

27. Does Dr. Doane think there is “anything more to say” when Robert Duval, a reporter for the *St. Louis Post-Dispatch*, contacts him? _____ (151)

28. What is Mr. Duval’s suspicion? _____

_____ (152)

) What might Mr. Duval be sensing? _____

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Chapter Review Questions

29. What does Todd Becker tease Philip about? _____
_____ (152)

) What does Todd's teasing reveal about Philip's situation? _____

30. What nickname has Mr. Lunser given Philip? _____ (152)

) What does the nickname imply? _____

) Was being recognized for his patriotism what Philip had hoped for as a result of his humming along with the national anthem? _____

31. What does Jason Marks ask Philip? _____

_____ (153)

) Do you suppose Philip is happy to have another student identify the true motive for Philip's behavior? _____

32. What does Joseph Crippens say? _____ (153)

) Does the tone of Joseph's remark strike you as supportive or as derisive? _____

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Chapter Review Questions

33. What do the letters from Rolando Merchaud and Ms. Harbor's 4th grade class credit Philip with having? _____ (153)

34. What two states do their letters come from? _____ (153)

) What does knowing the states that the letters come from imply? _____

35. With whom is Dr. Seymour meeting at 9:20 AM? _____
_____ (154)

36. What does Ted Griffen say regarding "anything that's in print" (155)? _____
_____ (155)

) Do Mr. Griffen's comments and actions so far support his claim? _____

37. What does Dr. Seymour identify as a chief concern of his? _____
_____ (155)

) Does Dr. Seymour want a budget that is in full support of his school(s)? _____

38. Does Ted Griffen want a budget that is in full support of Dr. Seymour's requests or not?

_____ (155)

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Chapter Review Questions

39. Does Dr. Seymour state that he believes the “national anthem thing” “doesn’t help” his budget? _____ (155)

40. What is Dr. Seymour’s characterization of the media’s handling of the facts surrounding Philip’s suspension? _____
_____ (156)

41. What does Dr. Seymour state about the national anthem and the school policy?

_____ (156)

) Do you think Dr. Seymour is ignorant of the school’s policy in effect when Philip was disciplined by Miss Narwin, or is he purposely misstating facts? _____

42. Why do you supposed Dr. Seymour says to Griffen, “Now, Ted. I’m speaking in confidence”?

_____ (156)

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Chapter Review Questions

43. When Dr. Seymour quotes from Miss Narwin's letter, what is he doing that is disingenuous?

(156)

44. Is Philip happy that Todd Becker thinks Philip has become famous? _____

(157)

) Why do you suppose Philip is unhappy? _____

45. When Mr. Benison tells ten people that the issue with Philip was "something personal," does he mischaracterize the nature of Philip's suspension? _____ (158)

) Does Mr. Benison exacerbate Miss Narwin's unfavorable position that has arisen?

) Does Mr. Benison know of the rule? What does he say to Miss Narwin on page 36 of the text? _____

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Chapter Review Questions

46. Is Mr. Benison worried about the school's budget getting passed? _____ (158)

) Do you think one of the ten people who called Mr. Benison might have been Dr. Seymour? _____

47. When Philip first hums in Miss Narwin's room, the date is March 28 (33—35). On Tuesday, April 3, Philip goes to Miss Narwin to ask her for extra work to raise his grade. How many days have elapsed? _____ (159)

48. What does Philip ask Miss Narwin on Tuesday, April 3? _____
_____ (159)

) Do you suppose Philip's chances for success with his quest would have been received more kindly if he had gone to Miss Narwin on Friday, March 30 and apologized to her as Dr. Palleni urged him to do? _____

49. Is Miss Narwin responsible anymore for grading Philip? _____
_____ (159)

) Has Philip finally gotten his wish to be moved from Miss Narwin's English class and from her homeroom? _____

) Has getting his wish gotten Philip onto the track team? _____

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Chapter Review Questions

50. Later in the day, Philip goes to see the track coach, Mr. Jamison. What does Philip tell him Miss Narwin will not let him do? _____
_____ (160)

) What is amiss about Philip's characterization of Miss Narwin's response to Philip's request? _____

51. What does Coach Jamison tell Philip he did to Miss Narwin? _____

_____ (160)

) What does the Coach understand? _____

52. What does Philip tell the coach regarding his effort to get extra work? _____
_____ (160)

) Is Philip being truthful when he claims to have tried? _____

53. Does Coach Jamison profess to have respect for rules? _____ (160)

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54. Does Coach Jamison want to bend the rules to help Philip run on the track team?

_____ (161)

) Are you happy that the Coach sends Philip off without making any exception for him?

55. What news does Dr. Doane have to tell Miss Narwin that Dr. Doane believes will please Miss Narwin? _____

_____ (162)

) What is Miss Narwin's reaction to Dr. Doane's mention of Superintendent Seymour's name? _____

56. Is there a condition attached to Miss Narwin receiving the funds? _____

_____ (162)

) Why is this suggestion anathema to Miss Narwin? _____

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57. Does Miss Narwin appear to have any doubts about Dr. Doane's support of her at this point? _____
_____ (162)

58. What is the Superintendent's chief concern? Is he interested in supporting one of the district's teachers who is being ostracized for doing her job, or is he worried about the budget? _____ (163)

) In what ways might supporting Miss Narwin help the Superintendent get the budget he desires? _____

59. Is Philip's father impressed by the number of telegrams Philip has received? _____
_____ (163)

60. Does Philip seem impressed by the telegrams? _____

_____ (163)

61. Does Mrs. Malloy seem to think that the events of the past week have overwhelmed Philip? _____
_____ (164)

62. How do you know Miss Narwin feels that the Superintendent is acting immorally? _____

_____ (164)

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63. Do you think Mr. Malloy's conversation with Philip was helpful to him? _____

_____ (164)

64. For what does Ted Griffen take credit? _____

_____ (165)

65. How does Mr. Griffen characterize the tone of his conversation with the Superintendent regarding Philip? _____

_____ (165)

) Do you believe he is truthfully characterizing the conversation? _____

66. How does Ted Griffen characterize Miss Narwin? _____

_____ (165)

) Do his remarks cast Miss Narwin in a favorable or unfavorable light? _____

67. Does Ted Griffen actually claim that the problem "was not with school policy itself"? _____

_____ (165)

) Is this claim untrue? _____

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68. Does Ted Griffen end his speech with a call for the community to support the budget?
_____ (165)

69. Does Ted Griffen claim that the budget is fiscally prudent? _____ (165)

) Is there any part of Ted Griffen's speech that outlines facts or reasons for voters to understand the soundness or prudence of the proposed budget? _____

) Might Ted Griffen's emphasis on Philip's perceived injury have caused him to miss a genuine opportunity to help people understand the budget? _____

70. In Philip's diary entry, does he indicate any sense that he was the cause of his trouble or does he continue to blame others for the results of his conduct, namely, his inattention to his school work and his deliberate disturbances during the national anthem playing?
_____ (166)

71. Does Miss Narwin agree to speak to the reporter, Robert Duval? _____ (167)

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72. What does Mr. Duval say in his conversation with Miss Narwin that might have persuaded her to agree to see him? _____

_____ (166)

73. What has the district asked Miss Narwin to do? _____
_____ (167)

J Are you surprised by the district's request? _____

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Chapter Review Questions

Chapter 17 - Wednesday, April 4

1. What does Miss Narwin telephone Dr. Doane to say on Wednesday, April 4, three school days after Philip's suspension? _____
_____ (168)

) How do you think Miss Narwin feels? _____

_____ (173)

2. At about the same time that Miss Narwin has called her principal to say she is staying home for the day, what is Philip Malloy saying to his parents about going to school? _____
_____ (168)

) Why is Philip reluctant to go to school on April 4? _____
_____ (169)

3. Is there any basis of truth in Philip's thinking that the kids at school hate him? _____

_____ (170)

) How do you think Philip feels upon hearing Ken tell him that Alison and Todd are planning to get a petition going to get Philip to say he was wrong, and that Coach Jamison gave them the idea? _____

_____ (170)

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4. If Philip does go to the nearby private school, what is the economic impact to his parents?

_____ (169)

5. Does Philip go to school on April 4? _____

_____ (170—171)

6. What is sad about Philip asking his mom not to tell his dad that he has stayed home from school? _____

7. Why does Philip's dad feel that Philip is acting crazy? _____

_____ (171)

8. What does Mrs. Malloy propose to do at that point? _____

_____ (171)

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8. What does Miss Narwin relate to Robert Duval, the reporter for the *St. Louis Post-Dispatch* (151) who told Dr. Doane that he sensed a shift [in blame] to the teacher and that there was more to the facts of the story than were being relayed? _____

_____ (172)

9. In fact, Miss Narwin has been asked to take a leave but she feels that having to resign is inevitable. Which logical fallacy does her thinking illustrate? _____

_____ (Glossary of Terms)

-) What circumstances might make Miss Narwin feel that being forced to resign is inevitable? _____

_____ (112, 131)

10. What does Miss Narwin tell Robert Duval does not interest people? _____

-) Why do you suppose people are not interested in Miss Narwin's twenty stellar years of teaching? _____

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Chapter Review Questions

11. How does Miss Narwin feel on the day she elects to stay home from school? _____
_____ (173)

) Does Miss Narwin have a reason to feel that way? _____

12. Does Miss Narwin know of any reason why she should have been treated so poorly? _____
_____ (173)

) Why do you think she was treated so poorly? _____

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Chapter Review Questions

Chapter 18 - Friday, April 6

1. What is the final vote count for the school budget? _____ (174)

2. Is Ted Griffen elected to the school board? _____ (174)

3. What percentage of eligible voters participated in the election? _____ (174)

) What is your thought regarding the low voter turnout? _____

4. Does Robert Duval's story for the *St. Louis Post-Dispatch* get printed? _____ (175)

) Why do you suppose Robert Duval's story for the *St. Louis Post-Dispatch* does not get printed? _____

5. Does Miss Narwin resign? _____
_____ (175)

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Chapter Review Questions

Chapter 19 - Monday, April 9

1. Where is Philip on Monday morning, April 9? _____
_____ (176)
 2. Ironically, what does the principal at Washington Academy tell Philip when Philip tells him his interest in sports are in running track? _____
_____ (176)
 3. When Philip gets to his new homeroom at his new school, what does he discover that the students do each morning? _____
_____ (177)
 4. What is Philip's response when Miss Rooney, the homeroom teacher, asks him if he'd like to lead the singing? _____
_____ (177)
-) Do you suppose Philip could possibly have imagined how his plan to get transferred from Miss Narwin's homeroom and English class would turn out? _____

-) In your opinion, on Monday, April 9, in his new school and homeroom, if Philip could go back to Thursday, March 15 and rethink his "trick" for "getting past the teacher," do you think he'd formulate a different plan? _____

2017 Super Quiz Literature – *Nothing but the Truth*

Themes Worksheet

Themes

The United States of America prides itself in being a country of laws. While not every law is easy to apply, some are; for instance, the maximum speed limit posted on a road is a law that is easy to apply, because a radar gun can determine if a person has broken the law. But other laws are difficult to apply, because their application requires a judgment call, and different people have different ways of judging. Suppose a law prohibits cruelty to animals. What then constitutes cruelty? Is leaving an animal home alone all day cruel? Different people would have different opinions regarding that law!

A reading of Avi's *Nothing but the Truth* gives rise to themes and lessons that seem like good rules, but the way people interpret or apply the rules determines, in fact, the extent to which the rules are good ones.

Nearly all of the characters use information and facts to try to reach satisfactory conclusions for themselves. The characters' actions illustrate the principle that **information and facts are important**. The **context** in which words arise or get used **is also important**. **Words can be manipulated for both good and bad ends**.

Another lesson or theme that rises in *Nothing but the Truth* is **achieving goals takes hard work, but** what becomes clear is **not every person's idea of hard work is the same**. Some people believe hard work is guided by strong moral principles, while others feel the ends justify the means. **Intent becomes important**. **Whether a person seeks to act honorably or not** may influence the way people determine whether or not someone has *worked hard* or merits his or her achievements. Connected to this thought is the idea that **a person's good reputation is valuable**.

Patriotism and love of country are words that come up often in *Nothing but the Truth*. The events in the story reveal that **patriotism is not a cure for all problems** and a **"free country" does not mean people can do whatever they want**.

Sadly, *Nothing but the Truth* also illustrates a hard fact, **life is not always fair**. The author probably hopes his work will inspire readers to use information wisely, to work ethically to achieve goals, to respect society's laws, and, especially, to respect other people.

2017 Super Quiz Literature – *Nothing but the Truth*

Themes Worksheet

Themes Worksheet Answer Key

Recap of Themes:

Information is valuable, and can be used for both good and bad purposes; misinformation is harmful.

Hard work leads to success, but not all people's hard work is ethical; a lack of hard work is likely to lead to failure.

A person's good reputation is valuable to him or her.

Society's laws exist to benefit everyone, but not everyone respects them.

Patriotism is not a cure for all problems.

There are limits to personal freedom, even in a free country. Freedom does not mean people can do whatever they want.

All people have a right to respect, but not everyone respects all people.

Life is not always fair.

Directions: (1) In the first column, identify the character who is being quoted in the second column. If necessary, refer to the cited page number the far right column to find the quote in the book. (2) In the third column, identify the theme the quoted material helps to develop. When writing your answer, you may use a shortened version of the theme, specifically what is underlined above. Remember, a theme should be a complete sentence. Once you have identified the theme, include an insight about the character in relation to the theme. The first two quotes are filled out as examples. The theme and result you come up with may be different from the suggested answer. Discuss your answers to explore different themes and interpretations of the quotes.

Character	Quote	Theme/Insight	Page #
Philip	"Talk about Malloy Magic . . . This time for—da—dum!—Miss Narwin."	Hard work leads to success: Philip works hard to be magical rather than working hard on his assignments, with negative results.	3
Mr. Lunser	"Ah, the famous wit and wisdom of Mr. Malloy. Philip, I'm the only one allowed to make jokes around here."	Society's laws exist to benefit everyone: Mr. Lunser disrespects the call for silence, setting a bad example for Philip.	7

2017 Super Quiz Literature – *Nothing but the Truth*
Themes Worksheet

Character	Quote	Theme/Insight	Page #
	"Yeah, but, hate to tell you, I liked the book."		11
	"Philip, this an unacceptable response."		13
	"An informed voter is a wise voter."		17
	"As much as I would like to be supportive . . . I'm afraid I cannot give [your request for grant money] formal approval."		20
	"One thing sports teaches. A rule is a rule. It isn't always easy."		24
	"She has it in for me."		28

2017 Super Quiz Literature – *Nothing but the Truth*
Themes Worksheet

Character	Quote	Theme/Insight	Page #
	"Call it pride, call it vanity, but I would like some respect for all I have done here."		31
	"Take the bad with the good."		32
	Philip is humming in homeroom, perhaps actually singing the words to the national anthem, when he hears, "Is that you Philip?" "Please stop it."		35
	"I'm not on the team . . . I wasn't allowed to sing 'The Star Spangled Banner.'"		42, 43
	"I want to hear your side of the problem... Then let's see if we can work something out."		50
	In Miss Narwin's homeroom on March 30, he says, "I have the right to do it."		59

2017 Super Quiz Literature – *Nothing but the Truth*
Themes Worksheet

Character	Quote	Theme/Insight	Page #
	Philip says, “No,” when this person queries, “Now, last chance—apologize?”		66
	“We going to work out after your deliveries?”		76
	“It’s just what I told you.”		78
	“I just don’t understand why they would ever print such a thing.”		104
	A radio show caller says, “She shouldn’t be allowed to teach,” to which the radio show host says, “Right, . . . the three P’s—prayer, patriotism, and parents . . . that’s my notion of schooling.”		110
	“Liz Baby! How you doing?”		112

2017 Super Quiz Literature – *Nothing but the Truth*
Themes Worksheet

Character	Quote	Theme/Insight	Page #
	"She's a fair teacher. All the kids say so."		125
	"[W]e strongly condemn your suppression of patriotism in the American School System (sic)."		130
	"It's so awful Peg. It says, 'KICKED OUT OF SCHOOL FOR PATRIOTISM . . . Margaret Narwin . . . brought about the suspension . . .'"		136
	"Gert, my job is to make sure these kids get educated. Whatever it takes."		143
	"[W]e have no rule against singing the national anthem. Never have had."		156
	"I don't know the words."		177

2017 Super Quiz Literature – *Nothing but the Truth*
Literary Devices Worksheets

Read the passage in the first column. Then circle the best choice for the literary device illustrated in the passage from the two literary devices listed in the second and third columns. In the space in the fourth column, write a brief description of how the literary device might help a reader to understand the main lessons or themes from the book.

Passage	Literary Device	Literary Device	Theme(s) developed by device	Page Ref.
Philip: "I won't waste time on English If I could only get Narwin to crack a smile."	Affirming the consequent	Scapegoating		8
Dr. Seymour: "An informed voter is a wise voter."	Adage/Axiom	Colloquialism		17
Dr. Doane: "You can always count on me."	Hyperbole	Aphorism		21
Philip: "I didn't know about that rule." "No one ever told me."	Characterization	Plot		23
"[The rule is] in your student handbook," says the coach. Philip says, "I didn't think anyone [reads it]."	Scapegoating	Two wrongs make a right		22

2017 Super Quiz Literature – *Nothing but the Truth*

Literary Devices Worksheets

Passage	Literary Device	Literary Device	Theme(s) developed by device	Page Ref.
Read the passage in the first column. Then circle the best choice for the literary device illustrated in the passage from the two literary devices listed in the second and third columns. In the space in the fourth column, write a brief description of how the literary device might help a reader to understand the main lessons or themes from the book.				
Philip: "Nobody likes her. People don't do well in her class."	Cherry Picking	Division		28
Miss Narwin: "Never in all the years I've been at Harrison . . .".	Ad hominem	Group think		30
Mr. Malloy tells his boss, "Mr. Dexter, what I'm simply trying to explain is that I wasn't given all the information that would allow me [to make the best decision]—"	Analogy	Situational Irony		53
Philip: "But everybody says I was right."	Hyperbole	Figure of speech		86
Philip writes in his diary, "Can't understand how people who want the paper think they can get away with not paying for it."	Dramatic irony	Situational irony		98
Passage	Device	Device	Theme(s) developed by device	Page Ref.

2017 Super Quiz Literature – *Nothing but the Truth*
Literary Devices Worksheets

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In a campaign speech, Mr. Griffen says, "I will work with the rest of the[school] board to support basic American values."	Appeal to bandwagon	False dilemma		105
Jake Barlow, radio show host, says to a caller, "Good bye! Always the one rotten apple."	Onomatopoeia	Metaphor		116
Jake Barlow, radio show host, says to his caller "this creep of a teacher" "squelches [Philip's patriotism]." "And this country has all these problems with morality, drugs, pornography."	Faulty cause/effect	Two wrongs make a right		116
Charles Elderson's telegram to Dr. Doane says, "People like Margaret Marwin (sic) should be kicked out of teaching."	Ad hominem	Affirming the consequent		131
Dr. Doane says to Miss Narwin, "[M]aybe you'll want to take the day off tomorrow."	Figure of speech	Paradox		138

2017 Super Quiz Literature – *Nothing but the Truth*
Literary Devices Worksheets

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Passage	Device	Device		Page Ref.
Philip is about to return to school after serving his suspension. He writes in his diary, "I'm a little nervous."	Under-statement	Connotation		139
Mr. Malloy tells Philip just before he returns to school after his suspension, "The fact that they moved you out of that woman's class proves you were right."	Scapegoating	Affirming the consequent		143
On the day Philip returns to school after his suspension, Mrs. Malloy tells Mr. Malloy, "He's very upset."	Plot	Suspense		163
After Philip has returned to Harrison High, Peg Narwin tells a reporter, "I've been asked to resign."	Plot	Characterization		167
At his new school, Philip replies when asked to lead his class in singing the "Star Spangled Banner," "I don't know the words."	Situational irony	Antitheses		177