Sample Study Guide for
Nothing But The Truth

This represents the second sample study guide I have provided you this month (the first was for the parts of speech). An effective study guide is not something that is drawn up from scratch just before a test or quiz. It’s something that you work on (and add to) while you are reading or studying during a novel unit. If you’re given a packet before you begin reading the novel (as I tend to do), you usually have a good idea of what the teacher thinks is important.

In short, every study guide should have a list of the important characters (anyone who has an impact on the story or appears at several different times), list of important events (listed as you read, along with page numbers so you can refer back to crucial passages), information on the setting, any questions you might have as you read (make sure to ask these in class), and a list of any other elements that the teacher might request you to learn. In this case, that would be the vocabulary and literary elements.

A good study guide contains all the answers in one place!

List of Important Characters:

1. Philip Malloy: Student who hums during banner
2. Mr. Ben Malloy: Philip’s father, wants Philip to run track desperately
3. Mrs. Malloy: Philip’s mother, picks him up from school after suspension
4. Allison Doresett: Interested in Philip at first, but soon finds him moody and mean to Ms. Narwin
5. Ms. Peg Narwin: teacher of twenty years at Harrison High School
6. Ms. Anita Wigham: Peg’s sister from Florida
7. Mr. Lunser: Philip’s first homeroom teacher, goofs off during announcements
8. Coach Jamison: track coach who can’t let Philip run on team due to grades
9. Dr. Palleni: Vice Principal at Harrison, suspends Philip
10. Dr. Doane: Principal at Harrison, rejects Narwin’s request for class $
11. Ted Griffen: Running for school board, uses Philip’s case in campaign
12. Jennifer Stewart: reporter for Manchester record, first breaks the story
13. Jake Barlow: Mouthy radio talk show host, tries to be controversial
14. Mr. Robert Duval: St. Louis Post-Dispatch reporter who can’t get Narwin’s article published
15. Dr. Seymour: Superintendent of Schools who betrays Narwin to Griffen

Setting:

- Harrison High School
- Harrison Township, New Hampshire (127)
- Contemporary times (no year given), end of Winter Term
List of Important Events

1. At bottom, rule for anthem
2. Philip’s passion for running, interest in Allison, and view of Ms. Narwin
3. Ms. Narwin, teaching 21 years
4. Narwn writes that she feels students are different today, don’t like literature (a generalization)
5. Another generalization about Philip (no desire to learn, no ambition)
6. Mr. Lunser’s homeroom, he’s talking all through announcements
7. Mr. Lunser’s tells Philip to put books away or he’ll make him sing anthem solo
8. “The trick is getting past the teacher. It’s like a race. You have to have a strategy—know when to take it easy, know when to turn on the juice… Or when all else fails, make them laugh.”
9. Philip thinking more about Allison
10. Philip admits that he hasn’t read book to Allison
11. Philip is disrespectful on test- did he really think he’d get away with that?
12. And yet he STILL gets a C-???
13. Ms. Narwin applies for a grant to take a workshop on new teaching strategies
14. Sup’t. Seymours memo to district about importance of budget vote
15. “D in English: “Narwin is so dumb she didn’t get the joke” WHAT joke?
16. “She wants us to write down what SHE tinks—she wrote that on my exam paper, too. Wish I hadn’t thrown it out.”
17. Dr. Doane denies grant request from Ms. Narwin
18. Coach Jamison informs Philip he can’t try out because he doesn’t have a passing grade: Philip keeps replying, “But I didn’t know…”
19. Coach suggests Philip talk to her, ask for extra work
20. Philip cops an attitude in the classroom with Ms. Narwin
21. Philip tells dad he did poorly in English because “She has it in for me.”
22. “nobody likes her” “people don’t do well in her classes”
23. Tells dad that he might not try out, but not WHY
24. Narwin hurt that music teacher got funds, but her request denied
25. “I told him the truth.” Did he?
26. Difference between Narwin and Lunser homeroom
27. “What did you do?” “I stopped.”
28. Not staying in her class – why?
29. Sarcasm? Lunser never answered!
30. How did Phillip frame the argument?
31. “…out of the blue”
32. Narwin: I must be vigilant and firm. What is meant by stamina?
33. 1st casualty of Phillip’s new attitude
34. We’re on your side—why might this be a bad thing?
35. “I think she’s wrong” why might this be bad? Dad wants to talk to Ted Griffen
36. How many warnings did Phillip get?
37. SING banner??
38. Never answers question
39. Affirmation: Ms. Narwin the best teacher
40. Stick up for yourself—don’t take crap
A chance to stop all this!
Narwin does not want the suspension
3rd chance to stop it all
What subtle message does this memo send?
What might have happened had Dr. Palleni taken the time to DISCUSS all this?
“I don’t want to give up on him yet”
Phillip admits to looking for laughs
“Narwin got me kicked out”
Heart-to-heart talk is too LATE
How does dad frame this conversation?
Rule against banner?
Ted Griffen
Reporter (Jennifer Stewart) with him
“Just tell the truth”
“No, tell her what you told me…”
“It’s the way we brought him up”
Kicked out for being patriotic
Rules against banner?
Ted Griffen is the beginning of the outsiders coming in and blowing this up
“Everybody says I was right. And I was.”
“Must have seen something was wrong there.”
What would Ms. Stewart think after making this round of calls?
“Suspended for Patriotism” headline – did she get her facts straight?
Now all calls referred to Superintendent!
“Stick up for yourself and you get action!”
Further distortion
Even further
What is Jake Barlow’s M.O.?
Truth not as important as perception!
Now even St. Louis is in on it
First mention of a possible bias in point of view
Ted Griffen has made this an election issue
At this point. It should have ALL BLOWN OVER…
Beginning of telegrams
Final report to Board has distorted from original memo
“you’re famous” “goes to show you that one person makes a difference…”
Anita Wigham tells Peg Narwin that it’s in Florida paper—1st Peg’s heard of it
“It will calm down”
“Get things back to normal…. I’m a little nervous”
“I’m beginning to believe it” Sup’’t Why?
Budget concerns trump all
“…fact that you were moved out of Narwin HR proves you were right”
“you said they hated her too”
Is Narwin the reason he didn’t try out?
I’m going to ask her if I can do extra work…” TOO LATE
“No reason she shouldn’t… if you just tell them you’re sorry, that’s all….”
(Phillip)
"This statement doesn’t support me."
"Gert, people will misconstrue."
"He’s a student. I’m a teacher. Hands are not meant to be even."
Allison upset with Phillip, says he’s mean
What does this official statement CHANGE from the original rule? How might that be perceived by Mr. and Mrs. Malloy?
Mr. Lunser asks him to sing, he refuses
Mr. Duval, St. Louis Post-Dispatch reporter, says he sees a shift in how they are “supporting” Narwin
Students making fun of him
Dr. Seymour: “What the media has done is confuse certain things”
“It’s not the boy. It’s the teacher” Setmour throws Narwin under the bus
Uses her request for workshop against her
Now he’s mad at everyone
Benison blames the budget on Narwin, confuses the issue again
Philip finally asks for extra work, but Narwin informs him he’s been switched out
He tells Coach Jamison that Narwin won’t LET him do extra work
Dr. Doane now wants Narwin to go to workshop, but take the rest of semester off!
Griffen takes credit for informing public of Philip’s case
Griffen says problem was Narwin, and she’s been removed to learn how to be a better teacher!
Griffen now supports budget, so a DEAL was made!!
Philip still doesn’t get it (hyperbole)
“I was asked to resign.” Was she??
Both Philip and Narwin staying home from school
Petition to save Ms. Narwin
“I objected strongly..” did she??
Repeats that she’s been asked to resign, then admits it’s a leave. What’s the difference?
Why isn’t her article going to be published, when everything else was?
What is the irony of the ending?
Do you think he really knew the words? Give proof for your answer.

Vocabulary for Book:
1. **Anthem** (1) “…for the playing of our national anthem.”
   Part of Speech: noun (common)
   Definition: song or hymn of praise
2. **Carpe Diem** (7) “Let’s go! Carpe diem. Time to grab the moment!”
   Part of Speech: noun (because it is a saying)
   Definition: the enjoyment of the pleasures of the moment without concern for the future; “seize the day”
3. **Ramparts** (8) “Ó’er the ramparts we watched were so gallantly streaming?”
   Part of Speech: noun (common)
   Definition: a protective barrier; a broad embankment raised as a fortification
4. **Facilitate** (11) “This will facilitate the movement of students…”
Part of Speech: verb
Definition: to make easier : help bring about
5. **Beneficiaries** (18) “...you can easily see that the real **beneficiaries** of the program - if I am able to attend - will be the students of Harrison High.”

Part of Speech: noun (common)
Definition: one that benefits from something
6. **Contemporary** (18) “I feel that I am sometimes a little out of touch with **contemporary** teaching...”

Part of Speech: adjective
Definition: happening, existing, living, or coming into being during the same period of time
7. **Controversial** (21) “If, by any chance, any **controversial** issue springs up between now and election day...”

Part of Speech: adjective
Definition: causing controversy or disputes
8. **Allocated** (25) “Such funds as are available for teacher support of this nature have already been **allocated**.”

Part of Speech: verb
Definition: to set aside for a specific purpose
9. **Bickering** (33) “I told him **bickering** happens in a marriage.”

Part of Speech: verb
Definition: to engage in a small or silly argument or quarrel
10. **Bedlam** (55) “Of course, **bedlam** is always the result, with attendant bad feeling.”

Part of Speech: noun (common here) or adjective
Definition: a place, scene, or state of uproar and confusion
11. **Vigilant** (55) “One has to be **vigilant** and firm.”

Part of Speech: adjective
Definition: alert, watchful, especially to avoid danger
12. **Insolence** (60) “Philip, stop this **insolence**!”

Part of Speech: noun (common)
Definition: the state of being insulting or contemptuous in speech or conduct
13. **Infractions** (63) “I’ve got serious **infractions**.”

Part of Speech: noun (common)
Definition: a violation or breaking of a rule
14. **Botched** (64) “Look, Ben, it was just a **botched** job, that’s all.”

Part of Speech: adjective
Definition: to screw up or to foul up hopelessly
15. **Bygones** (77) “She also made a point of saying that she was willing to let **bygones** be **bygones** if you do as I suggested...”

Part of Speech: noun (common)
Definition: that which happened in the past
16. **Obscure** (89) “Because I feel that the problem may have arisen out of some **obscure** tension between the teacher and the student...”

Part of Speech: adjective
Definition: not easily understood or clearly expressed
17. **Arbitrary** (96) “It seems **arbitrary. Outrageous**.”
Part of Speech: adjective
Definition: based on or determined by individual preference or convenience rather than by necessity; unfair or random
18. **Condone** (100) “Something I would never **condone**.”
Part of Speech: verb
Definition: to excuse or overlook voluntarily
19. **Particulars** (108) “I don’t know the particulars of this **situation**.”
Part of Speech: noun (common)
Definition: individual facts or details
20. **Elemental** (125) “…if our young people are not allowed to practice the **elemental** values of American patriotism?”
Part of Speech: adjective
Definition: a very important part of something; critical
21. **Squelches** (139) “And this creep of a teacher comes along and **squelches** it.”
Part of Speech: verb
Definition: to fall or stamp on so as to crush
22. **Provocative** (141) “In his last exam he wrote me a very foolish, really **provocative**, answer. Mocking me.”
Part of Speech: adjective
Definition: looking to provoke or stir something up
23. **Animosity** (155) “Indeed, there is evidence that Philip Malloy’s acts were indicative of some personal **animosity** he feels toward the homeroom teacher…”
Part of Speech: noun (common)
Definition: ill will or resentment tending toward active hostility: an antagonistic attitude
24. **Suppression** (156) “On behalf of our membership we strongly condemn your **suppression** of patriotism in the American School System.”
Part of Speech: noun (common)
Definition: an act or instance of being put down by force
25. **Raucous** (159) “…by singing the national anthem in a loud, **raucous**, disrespectful fashion…”
Part of Speech: adjective
Definition: boisterously (loudly) disorderly
26. **Misconstrue** (177) “Gert, people will **misconstrue**.”
Part of Speech: verb
Definition: to interpret incorrectly; miscommunicate; misunderstand
27. **Tenure** (187) “You’ve got a problem there. **Tenure**.”
Part of Speech: noun
Definition: a term or time you hold an office or position
28. **Expedite** (194) “We’ll expedite the application.”
Part of Speech: verb
Definition: to speed up the process
29. **Equitable** (198) “…as solution was worked out that was **equitable** to all…”
Part of Speech: adjective
Definition: being fair or just
30. **Prudent** (198) “The budget is fiscally **prudent** and I, for one, support it.”
Part of Speech: adjective  
Definition: careful in action and judgment, frugal  

**Literary Elements:**  
1. *Plot* (plot the elements of the plot structure on the “Witch’s Hat”)  
2. *Conflicts* (four external, one internal)  
3. *Theme* (identify the main themes of the book)  
4. *Setting* (where the story takes place, its effect on the plot)  
5. *Point of View* (first person, second person, third person limited, third person omniscient)  
7. *Tone* (the way the author feels about the subject)  
8. *Mood* (the feeling you get when you read the book)  
9. *Foreshadowing* (subtle hints about events that will occur later in the story)  
10. *Figurative Language*  

- **Simile** (a comparison using "like" or "as." An example is the phrase "Mr. Walsh is as stubborn as a mule.")  
- **Metaphor** (a comparison of two unrelated things that does not use "like" or "as." An example of metaphor is: "The diamond was a brilliant ball of fire."  
- **Hyperbole** (use of exaggeration in an attempt to show the reader how extreme something is. When Mr. Walsh says, "I’ve told you a million times...," he is using hyperbole. Note the pronunciation!)  
- **Alliteration** (the use of two or more words with the same beginning sounds, like "Erudite educators earn extra honors.")  
- **Personification** (giving an inanimate object qualities of living things. An example is: "The sun smiled down upon Mr. Walsh’s class."  
- **Onomatopoeia** (using words to describe a sound. Examples are “achoo!” or “bam!” or “kerplunk.”)  

**Figurative Language Examples from Book:**  
1. Alliteration: “Malloy Magic” 4  
2. Alliteration: “Flinty-faced” 4  
3. Hyperbole: “Young people don’t read at all” 5  
4. Foreshadowing: “Away, Philip! Or I’ll make you sing solo!” 8  
5. Simile: “It’s like a race” 9  
6. Hyperbole: “That’s all Dad and I talk about.” 10  
8. Alliteration: “Educational excellence” 21  
9. Hyperbole: “Kids only do what they want to do.” 32  
10. Hyperbole: “This Narwin has us reading these tiny bits every night, but no one understands it. I mean it, no one!!!” 34  
11. Metaphor: “Blew his stack” 37  
12. Simile: “Man, those are the biggest cookies I ever saw. Like pizzas.” 47  
13. Simile “You look like death warmed over.” 48