

## Lesson 18

### Multiple Choice Comprehension Questions

Directions: Choose the best answer for the following questions.

#### Day 1 – “The Dog Newspaper” (pg. 543-551)

1. What does the author mean by “showered him with loving attention”? (L.5.5b)
  - A. It means she liked to give him attention while they played in the water.
  - B. It means her love was like a shower.
  - C. It means she liked to give him a bath.
  - D. It means she gave him a lot of loving attention.

#### Day 2 – “Hundreds Rally at Fullerton High” Read Aloud

2. What facts did **not** lead Principal Miller to issue the T-shirt ban? (RL.5.2)
  - A. People were debating the issue.
  - B. Classes were being interrupted.
  - C. The school board decided it was a good idea.
  - D. A parent complained.
3. Why does Blake Wilson think it is important for the newspaper to support the students? (RL.5.2)
  - A. He thinks the students should be able to wear what they want.
  - B. He believes that people have the right to free speech.
  - C. He thinks the school should stay out what the newspaper is printing.
  - D. He believes being fired for his editorial was wrong.

### Day 3 – “The Dog Newspaper” (pg. 543-551)

4. How do you know the author is looking back on the events that she describes? (RL.5.3)
- A. She talks about traveling in time.
  - B. She describes what happened to B.J. after the events of the story.
  - C. She talks about other people.
  - D. She is very descriptive about places and people.
5. Based on the text of the story, what does the phrase “fresh insights” mean? (L.5.6)
- A. The first way
  - B. The correct way to do something
  - C. The first way to look at things
  - D. New or creative ways to look at things

### Day 4 - “Poetry About Poetry” (pg. 556-558)

6. How do you know the poet uses her point of view to show her sister’s reaction? (RL.5.6)
- A. She says she is telling a story.
  - B. Her sister is telling the story.
  - C. She refers to herself as “I”.
  - D. Her sister says who is telling the story.

## Writing Prompts

**Directions:** Paste the writing prompt below in your notebook. After reading the question, write your answer in your notebook. Be sure to answer all questions and provide text evidence (R.A.P.S.). Required length is 75 words or half a page.

### Day 1 – “The Dog Newspaper” (pg. 543-551)

#### Writing Prompt

Prompt: The author’s opinion is that, except for the first issue, she did not provide anything interesting for her audience. What facts support this opinion? Do you agree? Why or why not? (RI.5.1, RI.5.8)

### Day 2 – “Hundreds Rally at Fullerton High” Read Aloud

#### Writing Prompt

Prompt: How can stop students from wearing T-shirts with “End War Now” on them be interpreted as violating free speech? Give examples. (RL.5.2)

### Day 3 – “The Dog Newspaper” (pg. 543-551)

#### Writing Prompt

Prompt: Explain whether you think the soldiers’ decision to send B.J. to the United States was a good idea. Why or why not? (RI.5.3)

### Day 4 - “Poetry About Poetry” (pg. 556-558)

#### Writing Prompt

Prompt: What details from the poem can you summarize to explain the theme of “A Seeing Poem”? (RL.5.2)

## Day 2 – Read Aloud

### Find Definition Using Context Clues

**Directions: Find the definition of the work using the context clues in the story. Circle the context clues you used to find the definition of the word.** (RL.5.4)

### Hundreds Rally at Fullerton High

Yesterday, students at Fullerton High School gathered to protest the firing of their school newspaper’s editor. The rally was followed by a meeting with the principal, where students presented petitions asking him to reinstate the editor. When Principal Ross Miller refused, students decided to discuss their case with the school board.

The unrest stems from Miller’s decision last Thursday, which **required** senior Blake Wilson to give up his position as editor-in-chief of the Fullerton Crier. The principal acted after Wilson wrote an editorial in last week’s **edition** defending students whose behavior caused disruption at school.

The editorial criticized Miller for taking privileges away from students who had worn T-shirts that had a political message and a peace sign in the **background**.

Some expressed surprise that the T-shirts generated controversy. “Who doesn’t want peace?” asked senior Jenna O’Brien.

According to junior Sienna Deval, her graphic arts class made a few T-shirts as a team project. As they became controversial, demand for the shirts grew. “A few of us stayed after school making more,” said Deval, whose **career** goals include art. She believes that wearing the T-shirt means something different to each student. “Some feel strongly that we should promote world peace. To others, it is the in thing.”

Principal Miller decided to ban the T-shirts because “they were a **formula** for disruption.” Miller said, “Discussions about the shirt’s message carried over into class time. There were debates. It seemed like every **household** was talking about this topic.” After a parent called to complain, Miller issued the ban. The next day, nine students wore the shirts and were sent to the principal’s office.

Miller admits there is no prohibition against other T-shirt slogans, and he insists that this ban has nothing to do with the shirt’s message. The key, he says, is the disruption. “Wearing a T-shirt to school should be **uneventful**.”

Wilson, the former newspaper editor, believes it was important for the student **publication** to stand up for free speech. “We have the right to state our opinions,” he said. Wilson believes that neither the T-shirt, nor the editorial, violated school rules. He offered these **insights**: “The shirt doesn’t whip up hatred or **destruction**. Provoking discussion is a good thing.”