

## Spanking on trial

Text organization

**A** Circle the correct answers.

- What is the purpose of paragraphs 1 and 2?
  - to tell a story
  - to give several examples
  - to give some experts' opinions
- What is the purpose of paragraphs 3, 4, and 5?
  - to explain the Petersons' feelings about the trial
  - to state the problem and explain different viewpoints
  - to tell what happened in the trial
- What is the purpose of paragraph 6?
  - to give an opposing view of Section 43
  - to compare American and Canadian law
  - to show the Petersons' feelings about their experience

Point of view

**B** Who probably made these statements? Check (✓) the correct answers.

- Reasonable spanking is not against the law.*  
 Justice Menzies     Dr. Elliot Barker
- Canadians can spank children if they think they are helping their children.*  
 David Peterson     Michael Menear
- Spanking hurts a child psychologically.*  
 Dr. Elliot Barker     Paula Peterson
- The method of discipline should be the parents' decision.*  
 David Peterson     Marlene Timperio

Fact or opinion

**C** Check (✓) the correct column.

		Fact	Opinion
1.	Rachel pushed her brother out of the car.	✓	
2.	David Peterson spent a night in jail.		
3.	The Petersons were responsible, reasonable, and caring parents.		
4.	Canadian law does not go far enough to protect children.		

# The Letter

Main ideas

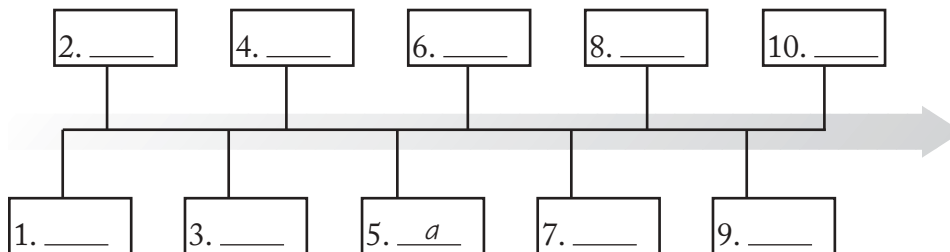
**A** Check (✓) the correct column.

		True	False	Not in the text
1.	Fujiko and Hatsue live away from their real home.			✓
2.	The story is told from the mother's point of view.			
3.	Hatsue loves the boy.			
4.	Hatsue was not truthful.			
5.	Fujiko sent a letter to the boy's parents.			

Sequencing

**B** Write the letter of each event in order on the time line.

- Hatsue comes home.
- Fujiko takes Hatsue's letter to the post office.
- Fujiko reads the letter.
- Fujiko hands Hatsue the letter.
- The boy teaches Hatsue how to swim.
- Hatsue apologizes.
- Fujiko feels betrayed.
- Fujiko tells the post office clerk she will pick up the family's mail.
- The boy writes to Hatsue.
- Fujiko tells Hatsue to write the boy one last letter.



Tone

**C** Check (✓) the tone of each statement.

- “Surely not,” she said in Japanese. (par. 1)
  - a. shocked
  - b. happy
  - c. frightened
- “Here,” she spat. (par. 7)
  - a. angry
  - b. sad
  - c. surprised
- “You will not write again to this boy or accept his letters,” she said sternly. (par. 8)
  - a. strong
  - b. understanding
  - c. upset

## Schools take the fun out of suspension

Main ideas

**A** Complete the outline with the sentences from the box.

- |   |   |
|---|---|
| <input type="checkbox"/> Give students an on-campus suspension.                       | <input type="checkbox"/> Students fall behind in studies. |
| <input checked="" type="checkbox"/> Sending students home isn't effective punishment. | <input type="checkbox"/> Students like being at home.     |
| <input type="checkbox"/> Students can work on inner problems.                         | <input type="checkbox"/> Students won't fall behind.      |

I. Problem: Sending students home isn't effective punishment.

A. Reason: \_\_\_\_\_

B. Reason: \_\_\_\_\_

II. Solution: \_\_\_\_\_

A. Reason: \_\_\_\_\_

B. Reason: \_\_\_\_\_

Details

**B** Match the beginning of each sentence with its correct ending.

- |   |  |
|---|--|
| <u>d</u> 1. Some students liked                     | a. pick up trash.                                |
| _____ 2. Ventura County schools                     | b. talk about why they were suspended.           |
| _____ 3. Teachers were worried about                | c. suspended students missing classes.           |
| _____ 4. Peter Shedloskey asks students to          | d. staying home from school.                     |
| _____ 5. Suspended students at Westlake High School | e. changed their approach to punishing students. |

Context clues

**C** Find the words in *italics* in the reading. Circle the meaning of each word.

1. A *misbehaving* student is **getting bad grades** / **not going to school** / **acting badly**. (par. 1)
2. If you *couldn't care less* about something, you **really care** / **care a little** / **don't care at all** about it. (par. 2)
3. If you are *having second thoughts* about something, you are **thinking very carefully** / **changing your opinion** / **asking another person's opinion** about it. (par. 3)
4. If the teachers are *endorsing* the principal's ideas, they are **agreeing with** / **disagreeing with** / **understanding** them. (par. 3)
5. If you *fall . . . behind* in your assignments, your homework is probably **incorrect** / **late** / **too difficult**. (par. 5)
6. If administrators are *underscoring* an idea, they want people to think it's **important** / **not important** / **useless**. (par. 6)

CHALLENGE

**D** Complete the statement. Use your own ideas.

I think on-campus suspension **is** / **is not** an effective punishment because