



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

## ***DEAR MR. HENSHAW***

By Beverly Cleary

### **Authority**

- Who in the story had authority?
- Use the chart titled Intellectual Tools for Evaluating Positions of Authority on page 77 (*Foundations of Democracy, Authority, Grades 3–5*) to examine the role of one of these people in the story.

### **Responsibility**

- Leigh Botts is unhappy because his parents are divorced. Use the chart titled Intellectual Tools for Deciding Who is Responsible on page 75 (*Foundations of Democracy, Responsibility, Grades 3–5*) to determine which parent you believe to be most responsible for the divorce.

### **Justice**

In *Dear Mr. Henshaw*, a mysterious thief steals food from Leigh's lunch bag almost every day.

- Which kind of problem of justice is demonstrated by this act?
- What might be the fair thing to do?
- What might be some situations in your school that involve this kind of problem?

### **Privacy**

- What is the *scope* of the right to privacy in this story?
- What might be some *limits* on privacy?

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**Writing prompt**

**Planning**

1. Think about what you want to write.
2. Reread the prompt to make sure you are writing about the topic.
3. Make notes. Use your prewriting skills, such as mapping or outlining.
4. Carefully read the five statements below the prompt.

**Writing prompt**

In *Dear Mr. Henshaw*, Leigh Botts does not meet Mr. Henshaw in person. Write to persuade the reader that one letter from Mr. Henshaw actually changes Leigh's life.

As you write your paper, remember to

- clearly state your belief how Leigh's life is changed;
- include specific facts, details and examples of this change;
- present your ideas in a clear and logical order, including an introduction, body, and conclusion;
- use a variety of words and well-constructed sentences;
- correct any errors in grammar, mechanics, and spelling.