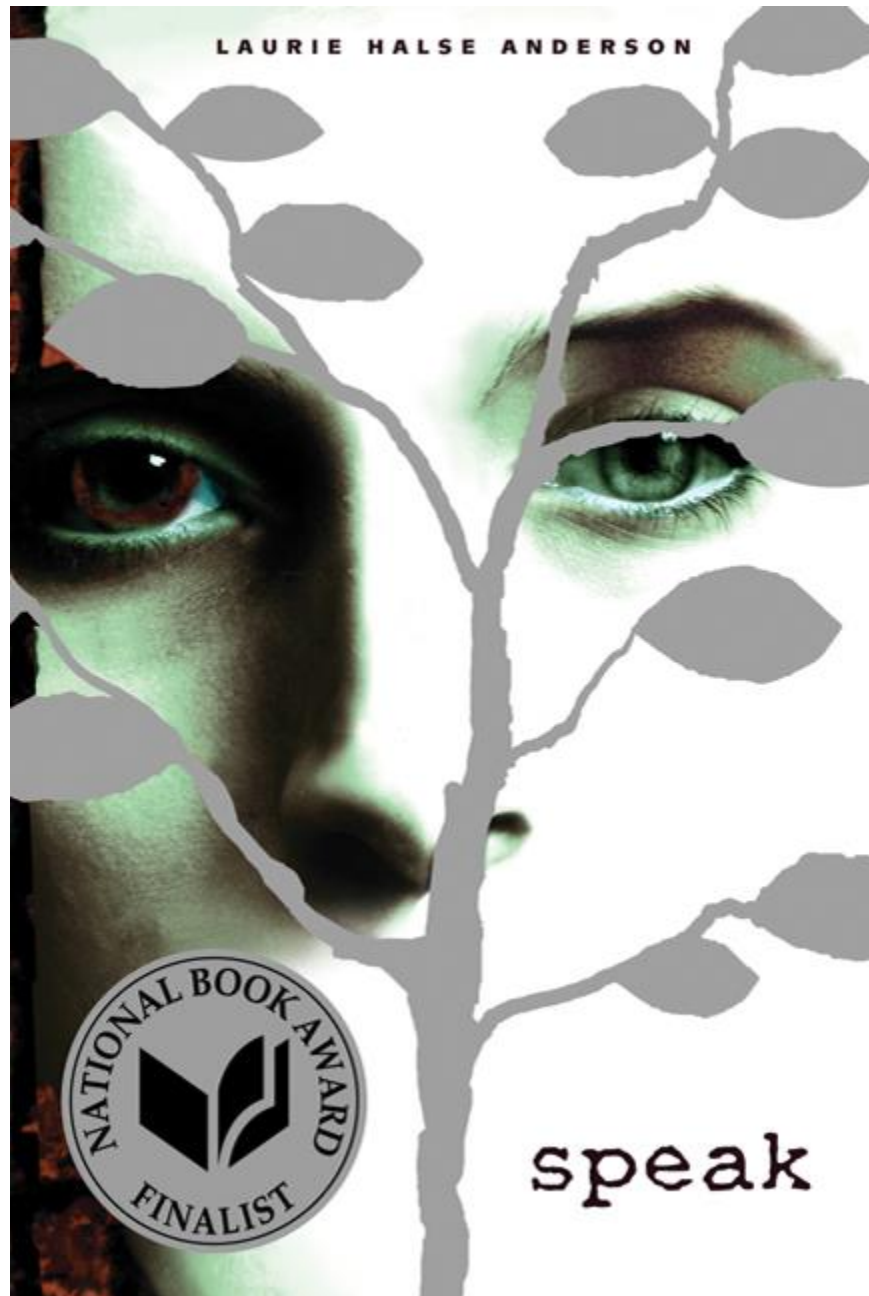


Speak by Laurie Halse Anderson



Your Name: _____

SYNTHESIZING CHART: “THE FIRST MARKING PERIOD”

Characters	Description & Significance
1.	1.
2.	2.
3.	3.
Drawn image of what Melinda's "tree" looks like right now:	
Explain a theme from this section of the story (<i>remember that a theme should be more than one word, and should be a general phrase about life</i>):	

SYNTHESIZING CHART: "THE SECOND MARKING PERIOD"

Characters	Description & Significance
1.	1.
2.	2.
3.	3.
Drawn image of what Melinda's "tree" looks like right now:	
Explain a theme from this section of the story <i>(remember that a theme should be more than one word, and should be a general phrase about life):</i>	

SYNTHESIZING CHART: “THE THIRD MARKING PERIOD”

Characters	Description & Significance
1.	1.
2.	2.
3.	3.
Drawn image of what Melinda's "tree" looks like right now:	
Explain a theme from this section of the story <i>(remember that a theme should be more than one word, and should be a general phrase about life):</i>	

SYNTHESIZING CHART: “THE FOURTH MARKING PERIOD”

Characters	Description & Significance
1.	1.
2.	2.
3.	3.
Drawn image of what Melinda's "tree" looks like right now:	
Explain a theme from this section of the story <i>(remember that a theme should be more than one word, and should be a general phrase about life):</i>	

Speak Assignment List: During Reading Activities

1) Vocabulary Blocks (used periodically throughout the story)

Melinda uses several words to describe her daily life. To explore the meaning of these words, your job is to complete “vocabulary blocks” for certain words in the text. You will do this on a separate sheet of paper, but use the model below as a reference:

Vocabulary word	Definition (in your own words)
Silly sentences that shows you understand its meaning	Visual representation of the word

2) Clans, Cliques and Outsiders (p. 3-46)

Read the following passage from *Speak* and fill in the chart below:

“Older students are allowed to roam until the bell, but ninth graders are herded into the auditorium. We all fall into clans: Jocks, Country Clubbers, Idiot Savants, Cheerleaders, Human Waste, Eurotrash, Future Fascists of America, Big Hair Chix, the Marthas, Suffering Artists, Thespians, Goths, Shredders. I am clanless. I wasted the last weeks of August watching bad cartoons. I didn't go to the mall, the lake, or the pool, or answer the phone. I have entered high school with the wrong hair, the wrong clothes, the wrong attitude. And I don't have anyone to sit with.” [p. 4]

How do word choice, tone, and voice all contribute to saying a lot more than simply what is on the surface?

Word choice: choose two words to analyze	Analysis (<u>why</u> is this word effective?)
Word 1:	
Word 2:	

2. Write the answers to the following questions:

Who is the speaker?

What is the conflict that the speaker faces?

Why is the listing of different social circles significant?

What type of tone is used here? Why?

3. Next, in groups, discuss the following questions:

- Why are the ninth graders treated differently than “the older kids”?
 - Given the circumstances in the passage above, how would you feel? Have you ever felt like the speaker? Describe in detail a time in your life when you feel you could relate.
 - Why do you think the speaker is facing this problem?
 - Is she really an outcast?
 - High school is a time when things like hair and clothes can make an immediate difference in the way you are treated. Why do you think these things are so important in high school? Does this change in life after high school?
 - Why is it important to have a “clan”?
-

3) The Ten Lies They Tell You...

- In the beginning of the book *Speak*, Melinda references “The Ten Lies They Tell You in High School.” Can you relate to these “lies?” Are Melinda’s assumptions correct? Why or why not?
 - Create a list of your own “lies” they tell you about high school. These could be things you were told by upper classmen, teachers, a parent, on TV, etc. Your list should be different from Melinda’s version and include at least 10 items. Take this assignment seriously and be prepared to share your list with the class.
-

4) Visual Representation of Melinda’s Sanctuary

On page 25, Melinda evades Mr. Neck and heads for the Seniors’ Wing – “foreign territory where No Freshman Has Gone Before.” She stumbles into an old janitor’s closet. On page 50, we learn that this closet becomes her sanctuary.

Directions: Using a clean sheet of paper, use images and words to illustrate the closet and show how it represents a “sanctuary” or safe place for Melinda. Be prepared to share your representation with the class and be able to explain what each element in your drawing represents. Draw a line down the center of your paper, and set up your paper accordingly:

Left side: What MELINDA’S sanctuary looks like, from Melinda’s perspective (drawn, detailed, & colored)

Right side: What YOU sanctuary looks like, from your perspective (drawn, detailed, & colored)

5) Meet the Characters (p. 49-92)

Friendships: Explain Melinda’s friendships with the following characters (cont’d on next page):

Friend	Description of Relationship
Ivy	
Rachel	

Heather	
David	

Teachers: Why does Melinda give some teacher's names and others nicknames? Explain her relationship w/ her teachers.

Teachers	Description of Relationship
Mr. Neck Hairwoman Principal Principal	
Mr. Freeman Ms. Keen Mr. Stetman	

6) Welcome to the Chatroom

- Now that we know a bit about some of the main characters in the story, it's time to explore their relationships. Pretend that you are one of the main characters. Who do you think you would be messaging (via Snapchat, etc.)? What would you talk about? Who would you be most likely to talk to? What would the TONE of the conversation be (angry, friendly, concerned, etc.)? Give each character a name that you feel represents that person. Then, create a dialogue between your two characters as if they were messaging each other on social media. Most importantly, make the conversations relevant to the story and meaningful.
- Type your dialogue using a chat format. You must include at least 20+ lines of text. An example is found below:

Silentartist: hey how ru tdoay?

Silentartist: *today

Pretty_n_Pink: Im SOOOOO gr8!!! How r u???

Silentartist: I'm sad. I have a horrible secret that I can't tell any1...

Pretty_n_Pink: Oh no! What's your secret???? I promise I won't tell any1!

7) Report Card Time

- Throughout the novel *Speak*, Melinda consistently gives herself a report card. For example, she gives herself the following report card for the first grading period:

Plays Nice	B	Social Studies	C	Spanish	C	Art	A
Lunch	D	Biology	B	Algebra	C+		
Clothes	C	English	C	Gym	C+		

- What if you were graded on life events and experiences as well? Write your own personal report card in which you “grade” yourself in several different areas of life. For example, you might choose sports or Spanish Club, or even something not related to school like a job you have or how you get along with your sister. The main point here is that you are not giving yourself academic grades; you’re giving yourself life grades. When finished, include an explanation (7+ sentences) for your grades that explains why you chose the grades you did. Be prepared to share your report cards with the class.

8) Art Response Assignment

- Use “Art Response” handout sheet for this assignment (use the back as needed)
- Next, on Edmodo, click on the link to the **Art History Archive** article on Pablo Picasso. You will find several pictures of artwork by Picasso. Choose one that interests you. A warning: please try to be mature about the images you choose. <http://www.arthistoryarchive.com/arthistory/cubism/Pablo-Picasso.html>
- Take about 10 minutes to draw a **rough sketch** of the picture. Also, label your picture using descriptive words and phrases (colors, textures, etc.) If you have trouble, consult an online thesaurus for words to replace vague words, such as “good” or “bad.”
- Using your descriptive words and phrases, write a 2-paragraph description relating your chosen piece of artwork to Melinda’s feelings in the book. Write your paragraphs as follows:
 - Paragraph 1: Write about your interpretation of the image. What does it mean? Consider its colors, lines, content, etc. and explain, in your opinion, what the painting represents.
 - Paragraph 2: What do you think the painting symbolizes in the book? Consider Melinda’s feelings and actions, and write about how this painting, including its meaning, connects to the themes, events, and characters in *Speak*.
- Make sure to include the title of the artwork on your paper. Turn it in by the end of the hour.
- Extra time left? Check out Mr. Picasso-head: <http://www.picassohead.com/>

9) Just another Brick in the Wall: Bathroom Stall Graffiti

- Melinda encounters graffiti on the wall of the bathroom stall at school. If given the chance, and keeping her artistic skills in mind, what do you think she would write on the wall? Write a message and draw a(n) image(s) to represent Melinda’s feelings at this point in the story. Use a full sheet of computer paper as the “brick” that you will add to the wall.

10) Wombats Rule!

- Bonduel has decided that the “Bear” mascot is just too edgy. Mr. Rau has decided to take ideas from the student body for a new mascot. For this activity, you will be divided into “teams.” Within your teams, you will create a new BHS mascot that you feel represents our school and community in some way. Do not simply choose an animal; your mascot may be something completely different. Try to “think outside of the box” and choose something that really represents our school in some way.
 - Along with the creation of your mascot, your team will create a chant. You’re encouraged to be as creative and entertaining as possible. Once everyone has created their chant/cheer and mascot, your team will share your creations with the class. After everyone has shared, the class will vote on which mascot and chant will represent the class. (Teams may not vote for their own mascot and chant).
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11) Art Without Emotion

“Art without emotion is like chocolate cake without sugar. It makes you gag.” He sticks his finger down his throat. “The next time you work on your trees, don’t think about trees. Think about love, or hate, or joy, or pain- whatever makes you feel something, makes your palms sweat, or your toes curl. Focus on that feeling.”

—Mr. Freeman, *Speak*

- In the above quotation from Mr. Freeman, Melinda’s art teacher, he speaks to Melinda about her frustration with drawing trees. Throughout the entire novel, Melinda almost obsessively draws trees. Why do you think that is?
 - Think about the quotation from Mr. Freeman and then think about what you know about Melinda. Compare those things to your own life. Then, draw a tree that represents you: who you are and what you are going through.
 - When finished, write a few brief sentences, a poem, a song/rap, or journal entry describing your tree in context with your life (7+ sentences/lines each).
-
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***Speak* Assignment List: Post-Reading Activities**

12) Switch Perspectives

- Imagine that you are a character from the novel *Speak*. You’re watching Melinda and writing about your reactions to her.
 - Choose a scene from *Speak* and re-write it from a different character’s perspective. What do you notice about Melinda? What is your reaction to her, and what is your reaction to some of the same situations that Melinda finds herself in?
 - Using first person (“I”), write 10+ sentences that re-tells the story in this particular scene.
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13) Oprah, Sally Jessy, Jerry, and Me

Your character will be featured on a talk show. As a class, prior to the talk show, each of you will come up with at least one question that you would like to ask each of the characters. These questions will then be given to the host, and the host will ask the assigned characters the questions that he/she is given. At any time, the host may ask for additional questions/input from the audience, so be prepared! You and your classmates will take turns role playing. Below is a list of the different roles that you might play:

- Host
 - Laurie Halse Anderson (Author of *Speak*)
 - Melinda Sordino
 - Mr. Freeman
 - Andy Evans
 - Heather
 - Ivy
 - Rachel
 - Nicole
 - Melinda's mom
 - Melinda's dad
 - Mr. Neck
 - One of "The Marthas"
-

14) Sign My Yearbook!

- Toward the end of the book, Melinda talks about her experience with yearbook day. As you probably experience in your own school, it is common for peers to write messages in each other's yearbooks.
 - Now that the novel *Speak* has concluded, much as a school year ends, write a message to Melinda in her yearbook. Think: What is something you wish you could say to Melinda? How might your message to her have changed from the beginning of the book until now? What advice would you give her? What message would you leave with her going into the summer before her sophomore year of high school?
 - Write your message on the class "yearbook." Any inappropriate messages will result in a write-up and failed grade for this assignment.
-

15) Creating Awareness

- Research the topic of assault, finding as much information as you can.
- Then, using the information that you find, create a pamphlet informing people your age about the issue of date rape. Think about what information might have been helpful for Melinda. What information would you include that could have helped her avoid the situation altogether? Are there any resources or places she could've gone to get help?
- You will create your pamphlet in pairs. Keep track of your sources (images and information) and cite them on the back of your project. Not sure what information to include? Here are a few ideas:
 - How can a person protect themselves?
 - What are precautions that a person could take to avoid date rape?
 - What laws exist pertaining to date rape within your state?
 - What is the definition of date rape?
 - Who is at risk?
 - What are some statistics related to date rape?
 - What resources are available for people who experience date rape and sexual assault?

