

## Lesson Plan Outline: Speak Unit (Self-Acceptance & Identity- Realistic Fiction)

### 1) Introductory activities (Day 1)

- a) Tea party discussion
  - i) Students are each given a quote from the novel (see attachment- slips and PowerPoint with instructions and wrap-up questions)
  - ii) Students rotate around room, reading clues to partner and discussing possible meanings as to what the story will be about, its themes, etc.
  - iii) Switch paper with each partner and then separate into small groups
    - (1) Each group creates a “we think” statement as to what they think the story will be about
    - (2) Share with class & discuss to stimulate interest
- b) Anticipation guide
  - i) Questions on attachment document
  - ii) Teacher assigns sides of the room: agree/disagree/neutral
  - iii) Teacher goes through each statement separately and students move to the appropriate side of the room
    - (1) Class discusses each opinion accordingly
- c) Free-write
  - i) See PowerPoint slides attached with prompt
  - ii) Volunteers share and discuss when finished as large group

### 2) During-reading activities (2.5 weeks)

- a) Relating to Melinda & her world (see Speak packet for details on each)
  - i) Synthesizing charts
    - (1) Discuss how Melinda changes and grows throughout the novel
      - (a) Discuss art project: tree symbolism in relation to Melinda’s world and how her “tree” changes (and seasonal symbolism)
  - ii) “Clans, Cliques and Outsiders” discussion
    - (1) Why do we form “cliques” in school and in life?
    - (2) What clans do we have at our school?
    - (3) Are clans a positive or negative influence on a school or community? Explain.
  - iii) “The Ten Lies They Tell You...” assignment
    - (1) Discuss “lies” students were told going into high school- by family, teachers, siblings, friends, community, society, media
    - (2) What else does society “lie” to us about?
  - iv) Visual Representation of Melinda’s Sanctuary
    - (1) Draw a representation of Melinda’s “sanctuary” and discuss meaning of “sanctuary” in relation to her situation
    - (2) Compare to each students’ own drawn “sanctuary” and include symbolic images to describe why it’s their “safe place”
  - v) “Report Card Time”

- (1) Students create list of their own life grades and write and discuss why they gave themselves the grades they did
  - vi) “Art Response” assignment (Picasso)
    - (1) Students use Picasso’s cubism collection of paintings to find one that symbolically represents Melinda or another character/situation in the story
  - vii) “Wombats Rule” assignment
    - (1) Students discuss the constant change in mascot and create a new, written, symbolic chant that they perform, which promotes a new mascot for their school
  - viii) “Art Without Emotion” assignment
    - (1) Students consider their current life, as well as what it took for them to become the person they are right now and draw and color a symbolic tree that represents all aspects of their life. Students write out and explain each symbolic element. Trees are not share with the class unless requested.
  - ix) “Switch Perspectives” assignment
    - (1) Students re-write a scene from the story from another character’s point of view
  - x) “Oprah, Sally Jessy, Jerry, and Me”
    - (1) Students plan out and perform a talk show. Characters and hosts are assigned/chosen, and audience members are required to plan out questions for each character as well.
  - xi) “Sign My Yearbook!”
    - (1) Students write messages on Melinda’s yearbook page with advice and sentiments that show insight into how Melinda and the story have transformed
  - xii) Speak quiz: short answer (see attachment)
- 3) Essay research & completion: peer pressure, mental illness, selective mutism, assault, bullying (1 week)
- a) Introduce essay topics in relation to the text
  - b) Teacher reviews with students: MLA citation and essay format, researching with credible sources, purposeful note taking
  - c) Students research topics; teacher conferencing
  - d) Students complete essay outline/planning sheets
  - e) Students type essay; teacher continues conferencing
  - f) Students peer and self-edit essays before handing in
  - g) Students share findings & research upon essay completion
    - i) Relate back to *Speak* text and Melinda’s life
- 4) Multi-modal essay: planning, creation, and presentation (2.5 weeks)

- a) Introduce “multi-modal” writing
  - i) Pass out multiple copies of multimodal texts & ask students to compare to the format of *Speak* text. Texts I had on hand and used:
    - (1) Extremely Loud & Incredibly Close by Jonathan Safran Foer
    - (2) The Absolutely True Diary of a Part Time Indian by Sherman Alexie
  - ii) Create list on board of “differences” in modes of writing
    - (1) Comic strips, notes, purposeful edits, journals, doodles, charts, etc.
  - iii) Create multimodal examples from *Speak*
    - (1) Break students into groups: Assign each a scene from *Speak*
    - (2) Teacher prepares “multimodal” writing options and students pick from the pile. (ex: create a note that represents the events that occur in your assigned scene from *Speak*)
    - (3) Students share and discuss with class as they formulate their own multimodal examples from *Speak*. Discuss how multimodal literature enhances its story and reader’s experience with a text
- b) Introduce multimodal project (see handouts in attachments) and students begin planning story ideas
  - i) Review characteristics of realistic fiction
  - ii) Teacher conferencing
- c) Students are assigned deadlines and given timeline of dates as to when each item of the project is due. Teacher conferences throughout.
- d) Students peer edit appropriately and share projects when finished.