

UNIT PLAN: WHO IS TALKING AND WHAT ON EARTH ARE THEY SAYING?

Subject/Course:

ELA

Teacher(s):

Grade Level:

8

Overview

Contextualizing Question(s) / Context Description

The larger context is about cultural, ethnic and racial differences. Specifically this unit explores how the way people look and talk contribute to how we perceive them. When an author makes us consider ... “who is talking and what on earth are they saying?” they are playing this idea that the way someone talks evokes certain understandings/assumptions in a reader.

Summative Evidence Description

- A. Select 2 pieces to analyze from the provided collection of short stories.
- Consider if the author was using dialect or sound devices and select phrases from the passages.
 - Explain the tone and mood that was created from the use of words in this way.
 - What would someone change in your passage to create an opposite or dramatically different tone or mood.
- B. Given a passage, revise it with either dialect or sound devices to create a particular feeling. Explain why that feeling was chosen and why those particular words were used. Reflect on how this audience would react or interpret the story after your revision compared to the original version.

<p>Content & 21st Century ELTs (to be taught and assessed for proficiency) Score of 3: Understands (Constructing Support) dialect and sound devices convey meaning and set tone and mood. Score of 4: Understands (Invention/change or revise) dialect and sound devices convey meaning and set tone and mood.</p> <p>21st C: Communication (Constructing Arguments) Makes a prediction, states an opinion or conclusion and offers specific facts, citations of works to support the statement</p> <p>21st C: Communication (Purpose and Mode) Identifies/selects a mode of communication to match intended audience or purpose.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • I can find evidence to support how certain phrases or words contribute to meaning and tone and mode. (review of gr 7 ELT) • I can define dialect • I can identifying dialect • I can define SWE • I can define SWE • I can compare and contrast SWE and dialect • I can select a passage and explain why the author chose the words (dialect) he did in order to convey a particular tone or mood and I can think about what would have to change for it to be a different tone or mood. • I can change a passage in order to create a different mood or tone created or changed by revising the dialect • I can define sound device: alliteration, onomatopoeia, ... • I can identify sound devices • I can select a passage and explain why the author chose the words (sound device) he did in order to convey a particular tone or mood and I can think about what would have to change for it to be a different tone or mood.
<p>Other Content & 21st ELTs assessed for proficiency (previously taught and assessed at least once prior)</p> <p>Score of 3: Is skilled at (In Context) using comparative and superlative adjectives (E)</p> <p>Score of 4: Is skilled at (After a delay in authentic task) using comparative and superlative adjectives (E)</p> <p>Score of 3: Is skilled at (In Context) using compound and complex sentences (G-1)</p> <p>Score of 4: Is skilled at (After a delay in authentic task) at using compound and complex sentences (G-1)</p> <p>Score of 3: Is skilled at (In context) using active and passive voice. (E)</p> <p>Score of 4: Is skilled at (After a delay in authentic task) active and passive voice. (E)</p> <p>Score of 3: Is skilled at (In Context) using verb tense to convey various times, sequences, states, and conditions. (F)</p> <p>Score of 4: Is skilled at (After a delay in authentic task) using verb tense to convey various times, sequences, states, and conditions. (F)</p>	

Learning Plan	Objectives (these are the steps students are taking to reach proficiency on the ELTs or that are being used to review or intro content)	Learning Activities	Assessments (to check for learning and ensure students are on track)
	<ul style="list-style-type: none"> • I can define dialect • I can identifying dialect 	<p>Setup</p> <ul style="list-style-type: none"> • Entrance slip “what does this phrase make you think about my mood? What do you think I mean? “I would rather have a needle in my eye than finish this conversation.” • Discuss as whole class and a few others as a whole group. • Have students listen without looking to clips from movies with heavy dialect and slang ... after, ask them “who was talking and what on earth were they saying? • Ask students to share their thoughts on what people were saying and how comprehensible the dialog was • Ask students their impressions of the characters based on what they were saying (what do you think the setting is, how are they acting. ...) • Talk with students about the different ways we speak. For example, when we are in our more “casual” register, we might use slang or improper language that is acceptable to our friends and family. • In pairs, generate lists of when should students move from more casual English to a more formal register? • Share out to the whole group <p>Mini Lesson</p> <ul style="list-style-type: none"> • Students are given the definition "dialect is language spoken by the people of a particular place, time, or social group." • In groups, students brainstorm responses to the following questions: (Modeling comparing and contrasting: how does language change from time. To time period, region to region, group to group?) - What are some examples of how people use different words now than they did 200 years ago? - What are some examples of how people in the Midwest use different words than people in the south? - What are some examples of how wealthier people might use different words than less affluent people? • Students are asked to look at different ways someone might say "hi" to a group when they walk into a room. <p>Hello Hey Howdy Top ‘o the Morning</p> <ul style="list-style-type: none"> - Which speaker is most likely from America? 	

	<ul style="list-style-type: none"> • I can define SWE • I can identify SWE • I can compare and contrast SWE and dialect • I can select a passage and explain why the author chose the words (dialect) he did in 	<ul style="list-style-type: none"> - Which speaker is likely from away? - Which speaker is speaking to friends or peers? - Which speaker might be talking to a boss? • Pairs dissect what they thought this meant and then the class discusses ... <i>“Many years ago, I contracted an intimacy with a Mr. William Legrand. He was of an ancient Huguenot family and had once been wealthy, but a series of misfortunes had reduced him to want. To avoid the mortification consequent upon his disasters, he left New Orleans, the City of his forefather, and took up his residence at Sullivan’s Island near Charleston, South Carolina.”</i> From The Gold Bug by Edgar Allan Poe • Students are asked to look at the following passages. R..It.could.have.betokened.nothing.short.of.the.anticipated.execution.of.some.noted.culprit,.on.whom.the.sentence.of.a.legal.tribunal.had.but.confirmed.the.verdict.of.public.sentiment... R..The.day.was.for.the.most.part.routine.for.Germany’s.eighty-two.million.citizens..Train.stations.were.buzzing,.coffee.shops.busy,.government.offices.going.about.their.business.. <p>Modeling Mini-lesson</p> <ul style="list-style-type: none"> • Introduce the concept of “dialect” and “standard English” to students. Read aloud to students two poems, one in dialect (“When Malindy sings”) and one in standard English (“We Wear the Mask”). Tell students that these two poems were written by the same author, Paul Laurence Dunbar. • On board, create a Venn diagram to compare and contrast the language Dunbar uses in the dialect poem to the language used in the standard English poem. (Modeling/Locating place on the taxonomy: Explain that comparing and contrasting is a way to analyze two or more things.) Ask students to find specific words, grammatical usage, punctuation, and spelling that signals whether the author is using dialect or standard English. (Modeling: Reinforce that this constructing support for their thinking and building evidence for an argument to substantiate their thinking.) • Have students find, write, record the words of a casual conversation between themselves and their peers, from tv, from a movie, made up, etc. using the dialect/language they commonly use. This should be at least one page in length. • Share selections with whole class, noting the dialect and use of language. 	<p>Journal Prompt: Which passage was most likely written recently? Which passage probably was written hundreds of years ago? Why do you say that? Which passage is the most understandable, least understandable? (S=passive and active voice; comparative and superlative) (F= understanding dialect connotes era</p> <p>Collect to see if students can find passages to substantiate their</p>
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NOTES/MATERIALS:

- The story "Raymond's Run"
- The story "Mrs. Flowers" by Maya Angelou
- The story "Conductor of the Underground Railroad"
- Toni Morrison's The Bluest Eye
- Two poems by Paul Laurence Dunbar, "We Wear the Mask" and "When Malindy Sings," available on the Academy of American Poets' website, poets.org.
- Sample pages may be viewed from Dovey Coe through a book-finding resource on the Internet. Here is a sample of dialect in the novel from the back cover:
My name is Dovey Coe and I reckon it don't matter if you like me or not. I'm here to lay the record straight, to let you know them folks saying I done a terrible thing are liars. I am to prove it, too. I hated Parnell Caraway