

TITLE OF LESSON

English 1 Unit 2 Lesson 10 – Autobiography, Dialogue, Voice

TIME ESTIMATE FOR THIS LESSON

One Class Period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3; W1.0-2, 2.1, L/S3.0-12

MATERIALS

“Telephone Conversation” – Reading by Wole Soyinka

Story Tools – Student Page

Two different colored highlighters for each student (or you can improvise if you do not have those available to you by using two different colored crayons, markers, pencils, etc.)

Dictionaries

Your list of Adult Reading Strategies (*see Explanation of Lesson below*)

LESSON OBJECTIVES

- To introduce the literary elements/tools of dialogue and voice
 - To reinforce old literary elements/tools of hooks, show not tell, adjectives, simile/metaphor, reflection, evaluation
 - To introduce and reinforce good reading strategies and to make sure to create awareness in each student of the strategies they are already employing to understand text
 - To organize, identify, and employ literary elements/tools in students’ writing
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EXPLANATION OF LESSON

Students will be reading the poem, “Telephone Conversation” by Wole Soyinka. Be prepared to introduce the piece as a poem that tells a story. Make students aware that poems can tell stories, too. They will be studying the poem as an autobiographical piece that is an exemplary sample of the literary elements/writing tools, dialogue and voice. Together with the class, you will be conducting a close reading of “Telephone Conversation.” Read the poem prior to coming to class, **highlighting and annotating** the parts you want to point out to the students in order for them to gain an understanding of the richness, depth and texture to this piece. While you are doing your pre-reading, note the different strategies you use as an adult reader to access the meaning hidden in the text. You may be using strategies like word association, accessing prior knowledge, re-reading, connecting the piece to yourself and your experiences, visualizing, highlighting, underlining, annotating, looking to the clearly stated information in the text, asking questions of the text, guessing what will come next, identifying key words, summarizing, etc. Write down all the strategies you use to understand the text. Be prepared to take these to class with you the next day, as you will be sharing these adult strategies with students to make them aware that reading is not just about reading the words on the page, but understanding the layers of meaning behind the words. And to understand meaning, good readers practice many different strategies at the same time. Students will be reading silently and out loud by taking on characters to show the dialogue and the voices in the piece. They will be looking for inflections and meaning in the speaker’s tone of voice by looking at the word clues the author gives. Students will use the model piece to write a piece of their own that includes the new literary elements/writing tools and the old ones.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete homework assignments. Pass back all graded assignments. Have students place them in the appropriate section of their folders.
- 2) **Agenda/Daily Log** – Have students copy the agenda you have written on the front board.

- 3) **Group Read Around** – Have students take out their **Journal 7** and pass it to the person sitting directly across from them. Ask students to read without talking. When they have finished, have them pass their papers to the left. Again, have them read the piece silently. Have them hand the piece to the person in their group that has not read it, making sure that each student has read every story in their group. Because this is meant to be a quick exercise today, give them only two minutes to read each piece but monitor their progress and give them more time if they need it and no one is fooling around.
 - 4) **Best Hook** – When each of the stories have been read, have students decide which piece had the best hook. Give them two minutes to decide. When they have decided, have them decide where the hook ends. This is the place where the reader knows enough to make them want to continue reading, but not so much that it gives the story away. Ask for one group member that thinks they can read it so the whole class will want to read it, stand, and read it out loud. Do this for each group. No group gets to pass. When you are done, you may want to encourage students to share their stories with each other outside of class or if they have a free minute during class time. For now, have them put their stories away.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Introduction** – Hand out individual copies of Wole Soyinka's poem, "Telephone Conversation." Ask students what they notice first about this piece. Now is the time to let them point out that this is a poem. Make sure to draw their attention to it, if they don't pick up on it right away. Point out the notes I mentioned above in the *Explanation of Lesson*. Tell students they will be reading this a few times today. Ask them why you might want to read a piece more than once. Allow them to come to their own conclusions. If they do not point out that it helps to understand a piece or that sometimes there are layers to understanding that we miss the first time we read, help them out.
2. **Silent Reading** – Ask students to read the poem silently the first time. While they are reading silently, hand out two different colored highlighters to each student.
3. **Identifying Voice** – When they have finished, ask them what this piece is about. Is there a message? Are there characters? Who are the characters? When students have figured out that there are two characters, ask them how they know. What are the clues this author uses? Here is where you will begin with the simplest things, the author's use of dialogue, the traditional quotation marks to indicate when someone is speaking, and the unconventional use of all capital letters to show the voice of the landlady. Ask students to use one color highlighter for the voice of the "I" in the story and another color highlighter for the voice of the landlady. Ask them to highlight all of the speaking parts for each character.
4. **Oral Reading** – When they have finished highlighting, ask for one volunteer to be the voice of the narrator, one to be the voice of the "I" and one to be the voice of the landlady. Make sure you ask for readers that think they can make their voices sound the way the author intended this piece to be read, but do not discuss the meaning yet. Have them read it through once in the correct voices with the inflections of the voices the way the author means for them to sound.
5. **Discuss** – When they have finished, ask them if they picked up on any new meanings during this second reading. Let students point out what they came to understand. Make sure you ask them to cite examples from the text during their explanation.
6. **Deciphering Meaning** – Next, ask students to underline any words or phrases that were confusing to them. When they have finished underlining, have each student read their questionable word or phrase out loud. Don't answer the question for them, let the other students attempt to answer the question and take volunteers. You will need to act as guide, helping students to look at word clues given around their questionable word or phrase. You are helping students to become sleuths of meaning in literary text. Model the kind of pursuit of meaning that you would like them to discover together by pointing out what words mean in the context of the sentence. Ask more questions like "Why are all the landlady's words in capital letters?" and "Where does this story take place?" and "What do you know about the 'I' in the story?" and "What do you know about the landlady?" and "What is the message of the piece?" It would be appropriate here to ask students if it would be helpful for them to move through the poem line by line, together trying to figure out the meaning. Make sure to keep dictionaries close by to look up words and try to place the meaning in the context of the sentence it was used.

7. Identifying Adult Reading Strategies – Take out the list of strategies you employed the night before. As you move through the poem line by line, point out the strategies you used to understand the sentence or word or phrase. Tell them that questioning is one way to make sense of text, too. Allow them to ask their questions while you point out strategies. After you have finished, ask students to make a list on the board of all the strategies you used to understand the poem. See how many they can come up with before you add to their list. Now, ask students to copy the reading strategy list in their notebooks. Tell them you will be asking them to act as adult readers when they read in order to increase their reading comprehension. They will be using all of these strategies from now on when they practice reading together.
 8. **Oral Reading 2** – Finally, ask if they think they can read this piece better after having used all of their reading strategies to really understand it. Again, ask for volunteers to be the narrator, the “I,” and the landlady. See if they pick up on the sarcasm and sense of impish humor this author is trying to convey through the voice of the “I” in the story. If they still have not found the “voice” in the story. You may want to point it out by asking if students think this author is treating a serious topic in a serious manner. And if he is not, what is his motive in giving a light voice to the story? Conveying a sense of disbelief through the use of humor is a tool. Why is this author employing it and is it effective? Let students play with voice again. Point out all the good describing words this author uses to let you know just where each character is coming from. After weaving through this discussion, ask for one final reading from the students who think they can convey the meaning through voice inflection.
 9. Homework Review – Keeping their copy of Wole Soyinka's poem on their desk, assign them **Journal 8**. If there is time in class, have them write their first draft. Otherwise, assign it as homework. Prior to writing, hand out a blank **Story Tools** sheet. Ask students to complete the story table before they begin writing. Have them decide which tool they will use to start their new piece. Tell them you will be looking for the same richness and layers of meaning in their writing that they saw in Wole Soyinka's poem today. Remind them, however, that their piece of writing should not be a poem as they are studying prose. Tell them their **Story Tools** sheet is due along with their first draft of **Journal 8** at the beginning of the period tomorrow.
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HOMEWORK

Journal 8 – Write about a time when someone made a judgment about you.

You must include the following:

- 1) All of the tools from your Story Tools sheet.
 - 2) At least one metaphor/simile
 - 3) At least five adjectives
 - 4) Show Not Tell
 - 5) One extended metaphor/simile
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Final Exam Unit 1
Hero Myth
Trickster Myth
Monster Myth
Creation Myth

Unit 2

Autobiographical Incident 1