

TITLE OF LESSON

American Literature Unit 1 Lesson 16 – Using Dialect to Write
How Can Oral Language Transform Written Language?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, W1.0, 2.0, 2.1a-e, W/O1.0-2, L/S1.0, 1.11-14, 2.0

MATERIALS

Dialect Story Tools – Student Page

LESSON OBJECTIVES

- To select and read a favorite section of the dialect transcriptions
- To listen to transcriptions read by other students
- To identify oral speech conventions that enrich the written word
- To add entries to word diaries
- To determine the purpose and audience for dialect stories
- To use oral speech to create a story

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments (and Step 1 of the **Project 1 – A True Story**). Tell students to keep their homework to use during the class activity. Return their corrected Unit 1 Vocabulary List 2 and their **Vocabulary Worksheets**. Remind the students to use these to study for the quiz in Lesson 18. They must practice the strategies used on the **Vocabulary Worksheets**, such as fill-in, analogies, antonyms, synonyms, and roots/prefixes/suffixes. Return binders, if you have finished grading them.
- 2) **Daily Log** – Tell students to copy the Daily Log below.
- 3) **Sustained Silent Reading** - Read for fifteen minutes. At the end of silent reading, ask some students to point out an example of a favorite word used by one of the characters in the novel. What does the word tell us about the character? Give an example from your reading and what it tells you about the character.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Present Transcriptions 2. Add to Word Diaries 3. Dialect Story Tools (Step 2 of Project 1)		1. Write Dialect Stories using the Dialect Story Tools (Step 3 of Project 1). 2. Study for Vocabulary Quiz in Lesson 18. 3. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Dialect Presentations – Tell students to bring out their transcriptions and look them over. They will be reading excerpts from the transcriptions to their groups today. However, there will not be time for every person to read a full transcription, so they must select their favorite part of the transcriptions. They will be able to read about two paragraphs. Have students put a box around the portion of their transcript they will be reading. Once everyone has selected the excerpts they will be reading, they should bring out their **Voice Writing Toolbox** (created in Lesson 14), their Word Diary (the list begun in Lesson 4), and a clean sheet of paper. Tell them to title the clean

sheet “Dialect Presentations.” Tell students to take turns reading their transcriptions, in dialect, to their group. Each person should take no more than one minute to present, and at the end of each presentation, the group members should [applaud/critique](#) the transcription, telling the presenter one thing they liked and one thing that could be improved in the transcription (in terms of accuracy and capturing individual voice). They should use the **Voice Writing Toolbox** to identify examples of strategies that they can applaud (if included) or critique (if forgotten). They should focus on the transcription quality, and not the delivery, since there was no time to practice the presentation. While one person reads aloud, the other members of the group must also note at least three words that are particular to the dialect of the guest speaker (that is, three words or phrases that give the guest speaker a recognizable voice). Take turns until everyone has read. This should take about ten minutes. At the end of ten minutes, call time.

2. **Word Diaries** – Now, ask each student to choose one of the words they selected as particular to the guest speaker’s dialect. They should choose a word they think is particularly indicative of the speaker’s voice, a word that is unique. Ask each student to read their word. Write down the words on the board. Tell students not to give a word twice. If the word they wanted to use is already on the board, they should give another of the three words they have written down. Once a class list has been created, tell the students to choose three words they particularly like from the class list to their word diaries. Ask them to think about the words before they choose them. Which words seem rich in voice; which words contribute a sound or a meaning that is not heard as often in standard written English? It might be as simple as the way a vowel sound is pronounced in that word, or it may be a word that adds a layer to the meaning of a standard English word (the way the word “cool” has many layers in slang that are different from the formal standard English usage). For these words, they must write the information that accompanied all other entries on their word diaries (the word, the meaning, the time and/or place that the word is used, or the type of speaker that would use it, and another way to say the word). Tell the students that they will use these words in their final projects, when they compile a class dictionary. Spend no more than ten minutes on this activity. Students may also use these words in the stories they write next, if they had not thought of them before or could not remember them.
3. **Dialect Stories** – Distribute the **Dialect Story Tools** sheet to the students. This sheet should seem familiar, as it is modified from the **Story Tools** sheet that students have worked with previously. Tell the students that they will be completing Step 2 of the Dialect Project Guidelines tonight. Step 2 is to use the transcription to create a story. Point out that Twain did more than transcribe Aunt Rachel’s experience. He put in his own voice (as the students identified in the **Voice Writing Toolbox**) and he had his own purpose, as well as a target audience, in mind when he did it. (Remind the students of the discussion about Twain’s purpose and audience from Lesson 14). Thus, the story includes two main voices: the voice of the writer and the voice of the speaker. They will need to do the same in their stories. Since they will be writing a story that incorporates the speaker’s words, they must decide what they, as authors, want to include. They should include all the elements from the **Voice Writing Toolbox**. (For example, they need to include a description of the speaker in the story. The description of the speaker should be written in standard English, not in the speaker’s dialect, in order to highlight the difference between the narrator’s voice and that of the character or speaker. There should be other descriptive elements written in their voice as well, such as a description of the setting where they heard the story, and moments of evaluation on their part, as the writer.) They also need to think about the title. Twain gave his story a title that would declare its truth (make his story believable to the reader). How will they choose to indicate the truth of their story, through their title and through other tools?

Remember, they will be relating more than just one story. They are telling their own story, about the speaker. They are also re-telling the speaker’s story. They will need to decide their own purpose and target audience, and their feelings about the story. In order to do this, they will need to consider why the event was significant for the speaker and why they, as writers, would choose to retell it. Note that the speaker may reflect on the event during the story, but the writer may not, since they did not experience it. They may evaluate how they feel about the speaker’s story, just as the speaker may evaluate how they feel about the event now. Tell them to consider these elements as they fill out the **Dialect Story Tools** sheet for their story. Tell students this will become the outline for their story.

4. **Project Guidelines** – Direct the students to look at the main components of the story as described in the Project Guidelines, as well. Note that there is an opening to the story, which should be whatever tool they find most effective. There is also the Event, the actual story being told by the speaker. This should include traditional plot

components. There is a closing, which should be another effective story tool that makes a statement to reflect the writer's purpose. After they fill out the **Dialect Story Tools** sheet, have them circle the tool they will use to grab the readers and hook them into the story. Have them begin their first draft. Whatever they do not finish in class is homework tonight.

5. Review Homework – Aside from the stories, they should be studying for their vocabulary quiz.
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HOMEWORK

- 1) Complete Step 2 and 3 on **Project 1 – A True Story**.
 - 2) Study for Vocabulary Quiz in Lesson 18.
 - 3) Continue reading novels.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

None