**Topic: Context Creates Meaning; Dialogue**

| **Teacher: Mr. Alex Allsopp, Ms. Halle Stewin, Mr. Bruce Simpson** | | | |
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| **Course**: ENL1W, English, De-Streamed | | **Grade/Class**: 9 | **Length**: 75 Minutes |

| ***Overall Expectations:***   * **B1. Oral and Non-Verbal Communication** apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences * **C1. Knowledge about Texts** apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres |
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| ***Specific Expectations:***   * **B1.3** analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently * **C1.5** identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre |

| ***Learning Goals***   * Students will learn the overarching course theme, “Context Creates Meaning” as a tool for analysis * Students will learn how the tone of a text leads to certain interpretations as opposed to others. |
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| ***Success Criteria***  ***Students are successful if they…***   * Participate in class discussions * Deliver three comprehensive interpretations of different readings, highlighting how readings should be interpreted * Demonstrate clear thinking and understanding of the effectiveness of tone and the context it provides through the reflection. |

| ***Methodology:***  **Introduction**   * Begin the lesson by playing the video (posted below) on how the tone of a passage delivered affects how a dialogue can be delivered (approx. 7 minutes)   **Lesson**   * After the video is played, begin the class with an open discussion on why tone matters when delivering dialogue. (20 minutes)   + Questions to pose include: “why does it matter how we read?” “How do authors decide how we read?”   + Deliver the idea to the class that “Context Creates Meaning”. First, as a class, let them attempt to define the saying. The context we give the literature we read gives it meaning. We as readers interpret the tone of the text from the settings, characters, etc, which is why readings are as effective as they are.   + Address how tone comes across in text messages as this is a relevant topic for high-school aged students.   + Focus a part of the discussion towards the specific message of altering the environment for corporate gain which could lead into some talk of climate change and environmental awareness. Does Dr. Seuss adequately address the need for change? How might you change the tone to make that message even more impactful?   **Activity**   * Group students into groups of 3. Have them brainstorm and rehearse three different passages from any of the books, short stories, poems, or scripts that have been read thus far in the semester. All three passages will be delivered in front of the class. One passage should be done in a way that matches the intended tone of the author, whereas the other two should contract the tone. Encourage students to be creative with how they present their passage. Encourage singing or the use of appropriate music to be played to enhance and/or contradict their reading. * The rest of the class will then vote on which of the three readings match the tone intended by the author to encourage engagement with the activity. (20 minutes to choose material and rehearse, 30 minutes to present material and vote). |
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| ***Homework, Assessment & Reflection***   * Write a 1 page reflection (250 word minimum, double space, 12 point font) on one of their chosen readings. Prompts: “What is the tone of the piece?” “What does the tone of the piece imply for each character involved?” “How would these implications change if the tone is altered?” “What action, in your chosen reading, could alter the tone of the piece?”. |
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| ***Materials & Supplies***  Video Link:   * <https://drive.google.com/file/d/1w2S4_FmmZSOO4T6U7n0WSEaoTlz5Fy-v/view> * Reading materials, previously distributed * Laptops and other technologies, if required * EA assistance, if required |
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