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Units *&* Lessons

ENGLISH LANGUAGE ARTS

English I

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Lesson 4: Dialect

Focus Standard(s): RL. 9.2, RL. 9.4

Additional Standard(s): L.9.5a

Estimated Time: 2 days

Text(s): [A Mother's Plea](#) by Betty Gamble; Paragraphs 13-19 of ["We're On Our Way, "Speech](#) (September 1964) by Fannie Lou Hamer

Resources and Materials:


- Handout 4.1: Poetry Analysis
- [Audio of "We're On Our Way"](#)
- Teacher-read before class: ["Sound Effects: Challenge Language Prejudice in the Classroom"](#)

Lesson Target(s):

- Different communities and region have different dialect.
- There are assumptions and stereotypes associated with dialect.
- Appreciate the culture and heritage behind dialect.
- Language varies across different groups of people.

Guiding Question(s):

- Why is language classified as good or bad?
- How does stereotypes in language affect how people view people?
- Does using dialect make the writer less credible?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Dialect 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • Conceived • Earnest • Mate • Stoop 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description and inference
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Before students read the text, have them choose words that they do not know and choose strategies from the “Instructional Strategies for Direct Instruction” Text Vocabulary list to the right to help them understand the word. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Note: In this lesson, students continue to study Fannie Lou Hamer’s speech “We’re on our Way” and analyze the speech through the lens of rhetoric, and they will analyze the poem “A Mother’s Plea” by Betty Gamble. In this lesson students learn about dialect and the stereotypes and assumptions associated with dialect. Students examine the poem through the lens of rhetoric, and gain an understanding of the impact the words, style, and structure have on the development of central ideas in the text. Students will continue to examine “We’re on our Way,” Paragraphs 13-19, and connect how word choices in both texts help develop the central idea.

Post the full text of standards RL. 9.2, RL. 9.4 and L. 9.5. Cold call one student to read the standard and ask the students to explain what they think the standards mean. Ask students to specifically explain the difference between formal and informal language, and ask students to give an example.

Review the meaning of the words:

- **Connotative:** Connotation refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.
- **Tone:** An attitude of a writer toward a subject or an audience. Tone is generally conveyed through the choice of words or the viewpoint of the writer on a particular subject.
- **Nuances:** A subtle difference in meaning, expression, or sound.

Have students discuss what they understand about the meaning of these words.

Anticipatory Set/Introduction to the Lesson

Note: Before class, record someone reading the poem [“A Mother’s Plea” by Betty Gamble](#).

Provide students with a copy of the poem “A Mother’s Plea.” Tell students that they will listen to the poem “A Mother’s Plea,” and they should document their initial reactions to the poem with annotations. Students should highlight the words they do not recognize in the text. Tell students that it is very important that they listen to the poem because they will examine the language in the poem with a partner. Once the audio begins, the teacher should circulate the room to assess if students are annotating.

When the audio ends, lead a discussion with the students on what they heard. Students should use their annotations to respond during the discussion. Use the following questions to guide discussion:

- How would you describe the speaker in the poem?
- With whom and where do you think this person lives?
- What images came to mind as you listened to and read the poem?
- How much education do you believe this person has?
- What do you think this person's job might be?
- Would you this person be considered a credible person?
- What is one example from the text that helped you answer the questions?
- Was the poem difficult to read? What made it difficult to read?

Display an anchor chart for the students, and tell them to create the same chart in their dialectical journal. Write the word *Dialect* at the top of a page and tell the students to do the same in their dialectical journal. Tell the students to leave two lines blank after the word. Under the skipped lines, tell the students to create three columns. Write *Passage/Word* at the top of the first column. Students should do the same. Leave the last two columns blank. It should look like this:

Dialect

Passage/Word	(Leave Blank)	(Leave Blank)

Next, tell students you will call on students to tell the class a word or passage they highlighted in the poem. When a student says a word/passage that represents dialect, write the word/passage in the first column. Tell students when you write a word/passage, they need to write the same thing in their first column. Continue this for 3-4 minutes.

Keep the word/passage displayed, and tell the students that the word/passage display are examples of dialect. Now, tell the students to create groups of 3-4 students. Tell the groups they need to discuss the word/passages. Inform the students that they are not discussing each individual word/passage, but they should discuss their reactions the entire column:

- What do the words/passages tell you about the speaker?

- What would a teacher say about the words/passages?
- What would your parents say about the words/passages?
- What is your impression or reaction to the words/passages?

The column should not have a label yet. Model for the students with the first example and next, do one together for the second example. Allow the groups to work together for 5-7 minutes, unless to observe that the groups finish sooner. Tell students to record all the impressions/reactions they have for words/passages.

Model for students what to record:

Passage/Word	(Leave Blank)	(Leave Blank)
dis Done had the deep misfaution fus breaif in a wurl	(their opinion)	

Direct students to come back together as a class. Call on groups to tell you what they discussed and wrote down. Record what the students say on the anchor chart/board, and tell the students if you write a statement that they did not have, they should record it on their list. Only write the statements that represent assumptions, bias, stereotypes, and prejudices. If a group gives a statement that applies to the meaning of dialect: (e.g., they live in a certain part of the country) do not record it on the anchor chart/board, and tell the students to cross the statement off their list. Once you have recorded all the students' statements, tell students to make sure they have all the statements written on their list.

Display and have students read and discuss examples of this definition of *dialect*.

Dialect: The language used by the people of a specific area, class, district, or any other group of people. The term dialect involves the spelling, sounds, grammar, and pronunciation used by a particular group of people and it distinguishes them from other people around them.

Explain to students that dialect is a very powerful and common way of characterization, which elaborates the geographic and social background of a speaker. Also, dialect can be a powerful rhetorical device that a speaker/writer uses to establish credibility if the context and purpose calls for it, but only if the dialect is authentic and does not come off as a caricature or as a mock or parody because then it would have the opposite effect.

Have students watch the video [Three Ways to Speak English video](#) and turn and talk to their neighbor and respond to the following statement: Based on what I've learned about dialect from reading and analyzing the poem and the Hamer's speech, and watching the video:

- I changed my attitude about...
- I became more aware...
- I was surprised...
- I felt...
- I related to...
- I empathize with...

Next tell the students to write the words *Myths, Stereotypes, Assumptions, Bias* at the top of the second column, and tell them that these are all the things that dialect does not represent. At the top of the third column, tell the students to write: *What I Learned*.

Explain to the students that they will closely examine dialect during this lesson, and now that they have recognized their biases, assumptions, stereotypes, and myths about dialect, they will now record what they learn that is an accurate representation of dialect. Tell them you will give them the first one to write in the column: Different dialects are represented in different regions.

Tell students they will need to keep an open mind as they explore the dialect in the text they will examine.

Activity 1: Reading and Discussion

Tell students to go back in their dialectical journal and find the meaning of the term *rhetoric*: the study and practice of good effective expression. Also a type of discourse- focusing on goals of the speech or piece of writing that attempts to sway the mind of the audience.

Call on a student to read the definition.

Ask students if anyone can explain the difference between a rhetorical device and a literary device. Allow students to give feedback, but explain to students that rhetoric is used by using various literary devices. For example:

- Here comes the Helen of our school- an allusion to Helen of Troy is used to emphasize her beauty.

- I would die if you ask me to sing in front of my parents- a hyperbole is used to persuade others not to use forces to make you do something which you don't want to do. (Taken from <https://literarydevices.net/rhetoric/>)

Explain that a literary device and a rhetorical device are the same in meaning, but the difference is if the device is used to persuade or convince, it is rhetorical. Tell students that they will need to remember this as they being to analyze the poem "A Mother's Plea" by Betty Gamble.

Tell the students if they haven't highlighted the following words, tell them to highlight the words now:

- Conceived
- Earnest
- Mate
- Stoop

Tell students as they read the poem again to use the context clues description or inference to find the meaning of the words.

Instruct students to read silently read the poem again. Tell students to annotate the text and now that they have learned about dialect, they will need to write the formal word for the words we identified as dialect. Tell students to annotate directly on the text. Allow students 5-7 minutes to reread the text.

Tell students the need to turn to their shoulder partner and find the poetry analysis handout in their student packet. Read the directions for the students. Tell student to remember what we discussed about connotation, tone, and nuances. This knowledge will help them during their analysis of the poem. Give students a copy of Tone Words.

Model for the students how to complete part two.

Literary Device: Imagery

Textual Evidence: "A huge Negro Mother sitting on the stoops one day, Her big black baby sleeping on her knee," (Gamble)

Explain the impact on meaning or tone: The author's use of the word "huge" "big" "black" establishing a candid tone. The candid and straightforward used to introduce the poem prepares the reader for the rest of text where the mother described in the opening of the text becomes the speaker, and continue the candid tone throughout the text.

Allow the students to work on completing the poetry analysis handout. If students do not complete the assignment, they should take the text home to complete for homework.

Activity 3: Collaborative Reading and Discussion

Students silent read along with the audio of Paragraphs 13-16 of Hamer’s “We’re on Our Way.” Students should annotate text as they listen and read. Once students have heard the audio of Paragraphs 13-16, students should locate **Handout 4.1: Poetry Analysis**. Tell students to divide the paragraphs up with the group. Inform students that they will reread the paragraphs and answer the questions. Inform students that will analyze the paragraphs and the poem to understand the cumulative impact of the words on the development of the central idea in both the paragraphs and the poem.

Activity 4: Quick Write Assessment

Analyze the cumulative impact of the word choices in Paragraphs 13-16 of “We’re on Our Way” and the poem “A Mother’s Plea”. Students should analyze the figurative language, the dialect, and the connotations used in the text. Students should use the Short Response Checklist and Rubric in their Student Handout Packet.

Instruct students to find the **Handout 2.3: Short Response Rubric and Checklist**. Review the rubric and checklist with the students. Instruct students to use their annotations to assist in writing their response and to include vocabulary from the lesson in their response.

Call on students to share responses.

- ✓ This lesson may take multiple days. Although the quick write is the culmination assessment activity for the lesson, teachers should develop a formative assessment each day for students. The use of the [Tools for Formative Assessment- Techniques to Check for Understanding- Processing Activities](#) and [Take Three! 55 Digital Tools and Apps for Formative Assessments Success](#) to help establishing formative assessment routines in the classroom.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide students with a model example about a different text.
- Provide students with an anchor chart or list of sentence starters.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Have students write the analysis discussing terms from [a more extensive list of rhetorical devices](#).

Activity 5: Individualized Conventions of Standard English Revision Mini-Lesson

View students' written products. Determine specific areas of need for errors in Standard English or general improvements (such as adding a colon) to their conventions, provide feedback on the most pressing area of need, and provide students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the convention concepts and skills they need to improve upon. Tell students that they will view a tutorial about a particular skill so that they can demonstrate command of a specific Standard English grammar, capitalization, punctuation, or spelling skill and concept they need to improve upon. Tell students that if the tutorial is not helping, they will need to ask for assistance.

Note: Look for common areas of need amongst students' writing and group students based on areas of need.

Have students write a short summary of what they learned with examples. Students should then apply what they have learned to their writing from Activity 4. Have students attach their summary to their revised writing and submit for a grade, if desired.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Reflection and Closing:

Have students reflect on how well they understand RL.9.2, RL.9.4, and L.9.5.

Homework

Handout 4.1: Poetry Analysis

Name: _____ Date: _____ Period: _____

General Information: Poetry, like advertisements, is another genre that can be persuasive. Before they write a poem, poets consider who they will be writing to, and they write in such a way to appeal to and engage that audience. Poets, like advertisers, can use rhetorical appeals—ethos, pathos, and logos—to persuade their audience. Poets also employ rhetoric by using various literary devices to create their arguments.

Directions: Work with a partner to analyze a poem. The dialect in this poem makes this a complex text—it may be challenging to read and analyze. Complete the handout with your partner. Each person is responsible for completing his/her own handout. You must complete the handout to receive credit for the assignment. Whatever you do not finish in class you must complete for homework.

Part 1: Summarize the Text

Directions: Summarize the text by providing the following information:

What is the subject of the poem?

Who is the speaker of the poem?

Who is the target audience for the poem?

What is the author's argument?

Part 2: Identify Literary Devices

Directions: Identify three literary devices the author uses in the poem. Provide textual evidence. Cite the evidence using MLA. Then, explain why the passage from the text is an example of the literary term. Then explain why that passage is significant or meaningful to the poem.

Literary Device #1:

Textual Evidence:

“ _____

_____”

(_____).

Explain the impact on meaning or tone:

Literary Device #2:

Textual Evidence:

“ _____

_____”

(_____).

Explain the impact on meaning or tone:

Literary Device #3:

Textual Evidence:

“ _____

_____”

(_____).

Explain the impact on meaning or tone:

For training or questions regarding this unit,
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