

"The Importance of Choice"

Standards	Lesson Time
<a href="#">CCSS.ELA-LITERACY.SL.9-10.1.C</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.1.D</a> <a href="#">CCSS.ELA-LITERACY.SL.9-10.6</a>	30-35 minutes

Essential Question

What is the role of choice in *spoken* language use?

Key Vocabulary

Glossary

- Dialect
- Standard English
- Diversity

Lesson Materials

- [Ted Talk \*3 Ways to Speak English\*](#)
- [Worksheet](#)
- [Speaker's Theater Activity Sheet](#)
- Pen/Pencil or Tablet/Laptop

Higher Order Questions

- How is language an expression of identity?
- What is the value of dialectical diversity?

Assessment of Objective

- Students will be able to write a dialogue showcasing their own natural dialect.
- Students will be able to evaluate the role that dialect plays in identity formation.

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Lesson Sequence

Viewing & Listening Activity: (5 minutes)

- Ted Talk: [3 Ways to Speak English](#)
  - Students will view the Ted Talk as a whole class.
- **Worksheet:** (12-15 minutes)
  - Dialect Reflection:
    - Students will first respond to the questions independently prior to sharing their answers out loud to reflect on their relationship with dialect and language.
  - Partner Sharing:
    - Students will partner with a peer to share their reflections.
  - Teacher may emphasize the importance of *self-reflection*
- **Speaker's Theater:** (15-20 minutes)
  - Drafting Dialogue:
    - Students will draft ten lines of dialogue with a partner, focusing on writing in their natural and conversational dialect
    - Topics of dialogue must be school-appropriate
  - Practice:
    - Students will read aloud their dialogue with their partner, paying special attention to the linguistic choices made.
  - Perform:
    - Students will perform their ten lines of dialogue for their peers.
  - Reflect:
    - Students will reflect on the experience of intentionally crafting dialogue in their own dialect.

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Idea to Continue This Lesson

Reflection Guide:

Encourage students to reflect on their language use in different settings:

- How does language influence identity?
- How does their language use feel in different scenarios?
- In what ways do you feel pressure to speak or perform in a different dialect?
  - How does that make you feel?
- What things can your teacher do to make you feel seen and heard in the classroom?

Methods:

Encourage students to reflect in alternative ways:

- Voice memo / personal podcast
- Drawing
- Handwritten journal