[*This was contributed by Celeste from Cypress Bay High School.*]

**Voices Script**

**Goal:**

-To practice acting and memorizing by comprehending a text and interpreting it orally.

-To stage a scene in preparation for reading a play.

**Objective:** Practice oral skills with Life exercises and thinking skills in subtext exercises.

**Rationale:** Understanding the subtext-thoughts that we imagine characters to have as they speak affects the reader’s interpretation of a role and enhances students’ ability to read the character’s lines. The following was adapted from Pacesetter and *Shakespeare Set Free* courses.

**Materials:** Index cards with roles, chairs, handouts of the script.

**Agenda**

**I. Warm Up**

A. Students take out “Discuss the relationship and connection of all the five pieces

to our world and how they connect to us in terms of a concept,” in this case "Sweet

Sorrow." Continue our discussions of perspective.

**II. Whole Class**

A. Ask class what the following sentence means:

 “I am glad you are here this evening. “

B. Ask for six volunteers to take turns reading the sentence but focusing on a different word each time the sentence is read by a student.

C. Say: The way our voices go up or down on a word or phrase influences the oral interpretation of the written word.

D. Ask students to say “Joe didn’t steal the book, did he?”

E. Have one student’s voice go up in pitch on “did he?” Have the other student’s voice go down in pitch on “did he?” Ask the listeners what beliefs about Joe are implied by each speaker.

F. Now, in partners read the following “I think that he is honest,” taking turns stressing each time one of the words in the sentence.

G. Question: How do these different readings change the meaning of the statement? Why? How is it important to read what you have in front of you the proper way? How about when it is spoken? Why does using the “correct” voice matter when saying something?

**III. Buddy Teams**

1. Using flashcards (index cards) that are labeled with roles (see below), assign the following roles (or call for pairs of volunteers) to buddy-teams. It is up to the student to use props or begin with an overview of the scenario before presenting their dialogue. It may be interesting to see how students apply biases or stereotypes to their tone, you can assign the same roles to different buddy-teams (for instance, two of brother/sister or two mother/daughter) to see how they each demonstrate their own perspectives.
* Flight Attendant/Passenger,
* Police Officer/Driver,
* Mother/Son (one is trying to avoid the other)
* Mother/Daughter,
* Doctor/Patient,
* Bank Teller/Client,
* Pizza Deliverer/Customer,
* boyfriend/girlfriend (both have a hand on a chair, are confrontational)
* teacher/student,
* father/daughter,
* brother/sister,
* nurse, patient,
* boss/secretary,
* psychiatrist/patient,
* Same gender friends (each is trying to avoid the other) (etc.)

Choose from either script or use both scripts below for students to show their voices in one particular class.

**Script I.**

character 1: You’re late.

character 2: I know. I couldn’t help it.

character 1: I understand.

character 2: I thought you would.

character 1: I have something to give you.

character 2: Really?

character 1: Yes, this.

**Script II.**

A: Why?

B: We’ve been over this before…

A: And you always say that.

B: I had hoped you’d understand.

A: Why is it up to me to understand?

B: Because you are-

A: Stronger?

B: Do you really believe that?

Source: *The Collegeboard Pacesetter-English-Voices of Modern Cultures*. N.p.: The College Entrance Examination Board, 2001. 282. Print.

**Rubric:**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Points to Earn** | **Points Earned** |
| Poise | 5 |  |
| Voice: Every word heard  | 5 |  |
| Life | 5 |  |
| Eye Contact | 5 |  |
| Gestures agree with words | 5 |  |
| Collaborates with team-member and is on time | 5 |  |
| **Total** | **30** |  |

**Standards:**

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Comprehension and Collaboration:**

* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

* Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
* Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus,

taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual

roles as needed.

* Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
* Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement,

**Accommodations:**

ESE: according to IEP; for example, give extra time to prepare.

ESOL: Allow students to practice separately; use dictionary; proximal approach

Gifted: Request suggestions