**ENG2DI: *Speak* Novel Unit**

**Fourth Marking Period Activities**

***Talking Points:* In your groups, discuss the questions and be prepared to share your findings with the rest of the class.**

1. **Advice-Giving**

***Thin Atmosphere*** (p. 151)

1. How does Melinda warn Rachel about Andy?

***Advice From A Smart Mouth*** (p. 158)

1. What advice does David Petrakis give Melinda about speaking up? Why?

***Communication 101*** (p. 180)

1. Why does Melinda finally reveal the truth to Rachel?
2. How does Rachel react to Melinda’s revelation?
3. **Shedding the Past**

***Real Spring*** (p. 165)

1. Why is Melinda’s yardwork therapeutic for her? (How does it help her?)
2. How does Melinda’s raking help the tree?

***Pruning*** (p. 186)

1. How might pruning the oak tree in Melinda’s yard reflect what is happening in her own life?
2. Describe her bike ride. How are Melinda’s mood and behaviour changing? Why do you think this is the case?

***Final Cut*** (p. 197)

1. How does Melinda add hope to her tree drawing in the end of the novel?
2. **Starting to Speak…**

***Little Writing on the Wall*** (p. 173)

1. What does Melinda write on the bathroom stall? Why?

***Chat Room*** (p. 184)

1. What does Ivy show Melinda in the bathroom?
2. How does this make Melinda feel?

***Final Cut*** (p. 196)

1. The book ends with Melinda speaking to Mr. Freeman. How has he helped her to speak all along?
2. Are you satisfied with how the novel ends? Why or why not?

**Symbolism** is when an object or symbol stands for more than its actual meaning. For instance a heart stands for love and a four-leaf clover stands for good luck.

**Directions:** Read the following example of a symbol in the novel. List some other objects that you think might be symbols in the novel. Explain what that object represents in the novel.

|  |  |
| --- | --- |
| **Symbol**  | **What does this object represent in the novel?**  |
| Melinda’s turkey bone art project  | Example: The turkey carcass represents Melinda who has suffered a great deal of pain and anguish recently (much like the turkey must have felt while her parents were trying to cook it). The turkey bones are now raw and exposed which is how Melinda feels. The Barbie head has tape over its mouth, this symbolizes the fact that Melinda feels like she cannot speak or communicate her troubles with anyone. The knife and fork represent the threat of danger around Melinda; she feels as if she is being torn apart.  |
|  |      |
|  |      |
|    |      |
|  |      |
|  |      |
|  |  |

**“I Am” Poem**

Complete this “I am” poem. You may select any character from the book to do this poem about. Be sure to write from his or her point of view and think about the things he or she would feel. You may use some short one word answers, but do not make each line only a few words. You should try to provide support from the novel to really develop this poem so that it reveals information and insight about the character you select.

I am (2 characteristics your character has)

I wonder (something your character wonders)

I hear (something real or imaginary your character hears)

I see (something real or imaginary your character sees)

I want (something your character desires)

I am (the first line of the poem repeated)

I pretend (something your character pretends to do)

I feel (something real or imaginary your character feels emotionally)

I touch (something real or imaginary your character would touch physically)

I worry (something your characters worries about)

I cry (something that makes your character upset)

I am (the first line of the poem repeated)

I understand (something your character knows)

I say (something your character believes in)

I dream (something your character would dream about)

I try (something your character makes an effort to do)

I hope (something your character hopes for)

I am (the first line of the poem repeated)

|  |
| --- |
|  |

**Speak Vocabulary Group 1 Activity
Directions:** Use the vocabulary terms from the word box to correctly complete each sentence.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| BurrowDemerit | ErrantFloundering | IncitingInconspicuous | IndoctrinationPseudo | SanctuaryWan |

1. I don’t have time to answer. The lights dim and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of principles begins.

2. My first class is biology. I can’t find it and get my first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. I scan the cafeteria for a friendly face or an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and discreet corner.

4. Art, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and comfortable place, follows lunch, like dream follows nightmare.

5. Principal Principal spots another \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ student in the hall, a stray in the hall.

6. Rachel’s smudging mascara under her eyes to look exhausted and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. Just a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -friend, disposable friend. Friend as accessory.

8. My stuffed rabbits inhabit my room; and now I have the closet as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to hide in.

9. And they cheer on our boys, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them to violence and, we hope, victory.

10. We are all \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, trying to find our clumsy way amid the confusion of school.

**Speak Vocabulary Group #2**

1. Degrading: humiliating; disgrace; dishonour
2. Demure: shy, modest, coy
3. Dormant: inactive; lying asleep; not erupting
4. Drone: a remote control mechanism
5. Refurbished: to make clean, bright, or fresh again; renovate
6. Retreat: to withdraw or go back
7. Revolutionary: support for radical change or innovation
8. Sensibilities: emotions or feelings
9. Subjectivity: decisions based on personal feelings rather than facts
10. Xenophobic: unreasonable fear or hatred of foreigners

**Speak Vocabulary Group #3**

1. Asphyxiated: chocked; suffocated; smothered
2. Bigoted: intolerant of any other beliefs or opinions
3. Conundrum: a difficult problem; a dilemma
4. Dense: acting dull or slow-witted; thinking in a stupid manner
5. Dynamics: the social, intellectual, or physical forces that characterize a system or group
6. Imbeciles: a group of stupid or silly people
7. Reluctance: unwillingness; resisting
8. Submission: surrendering power to another; acting in a way of meekness
9. Vespiary: a nest of social wasps
10. Wistful: pensive; thoughtful in a sad way; longing, yearning

**Speak Vocabulary Group #4**

1. Conscience: the inner sense of what is right or wrong
2. Consistency: keeping the same behavior, form, pattern, or principles
3. Delinquency: wrongful; illegal; failure to fulfill a duty or obligation
4. Foster: something that nourishes or cares for; encouraging
5. Genetics: science of heredity and genes
6. Incriminate: to make someone appear guilty in a crime
7. Momentum: force or speed of movement; motion
8. Muse: something or someone that is inspiring to an artist
9. Recessive: going back; receding; a gene that does not produce
10. Tenacious: persistent; stubborn; vicious; not easily pulled apart

**Speak Vocabulary Group #5**

1. Allegedly: something that has been described but not proven
2. Banished: forced to leave; drive away; expelled
3. Coaxes: to persuade by pleading or flattery
4. Devious: not straightforward; shifty or crooked
5. Hazing: to abuse newcomers with humiliating tricks and ridicule
6. Leper: a person who is rejected; an outcast
7. Maladjusted: poorly adjusted in one’s social circumstances
8. Pruning: to cut off, clear, or remove
9. Reputation: how the public views or regards an individual
10. Vague: not clear or definite; hazy