# *Speak* First Marking Period

1. Read pages 3-46.
2. Complete worksheet: **“Introduction to *Speak*”**
3. Complete worksheet chart: **Literary Devices** (use link on website under “Speak” page to find definitions)
4. Find FIVE different **literary devices** from anywhere in this section: : Identify what they are, where you found them (page number), and how they add to the story at that moment. What does the device do for the reader? Record these on your literary devices chart.
5. **Graffiti groups/ Talking Points**

* “10 Lies They Tell You in High School” (p.)
  + Comment on this list. Do you feel like anything on this list is actually a lie at EDSS?
  + If so, why do they tell them to high school freshman?
* Melinda’s Teachers: find two adjectives to describe each teacher. Which, if any of the teachers, appeals to you the most, and why?
* Mr. Neck
* Hairwoman
* Mr. Freeman
* Principal Principal
* “That Night”:
* What happened that night? Brainstorm some possibilities.
* What clues have we been given?

1. **Paint a tree struck by lightning!** Take a picture of it and attach it to your blog. Write an explanation about it:
   * Describe the tree you have drawn. What words (adjectives) would you use to describe the lightning? Choose two adjectives to describe your tree.
   * When you look at your drawing of the tree hit by lightning, what emotions do you see?
   * Why do you think Melinda chose to draw a tree that was struck by lightning?
   * How do you think the tree struck by lightning might reflect Melinda? (eg. Her emotional state, high school experience so far, etc.)
2. Complete *Speak* **Quiz #1.**

# *Speak* Second Marking Period

1. Read pages 49-92.
2. Complete “Speak Quiz #2” (ask teacher for handout)
3. Find FIVE different literary devices from anywhere in this section: Identify what they are, where you found them, and how they add to the story at that moment.
4. Complete two analytic paragraphs: one on Melinda, and one on another character (see preparation handouts for Melinda paragraph; second paragraph on your own)
5. Website Assignment: on your website, start a journal for a high school student you make up. Give him/her a name, a school, a family, and a personality. You may model this character after someone you know if you wish, or he/she may be completely fictional. Over the course of this “marking period,” create at least FIVE posts for your fictional high school person. Like Melinda, let your character have a secret that no one else knows about. Make up fictional friends/enemies for them, and fictional teachers. Begin each entry with the day’s date. Write in first person, just like Melinda.

***Speak* Third Marking Period**

1. Read pages 95-137
2. Complete literary terms sheets.
3. Complete analytic paragraph on “How Melinda’s secret has affected her.” (You may use the outline sheet you’ve been given to prepare for that.)
4. Complete symbolism sheets.
5. Complete 5 more journals for your own high schooler (for a total of ten)
6. Complete the collage assignment—online (perhaps Google Presentation) or with other supplies you dig up.

Stronach will administer the “Marking Period Three” quiz to the class as a whole once the “reading aloud” group is finished.

***Speak* Fourth Marking Period**

1. Read pages 141-198.