VOICE LESSONS: ‘Plan B’

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| --- | --- | --- | --- | --- |
|  | *Type* | *#* | *Pg.* | *Writer* |
| 1 | Diction | 15 | 17 | Byatt |
| 2 | Diction | 1 | 3 | Kingsolver |
| 3 | Diction | 2 | 4 | White |
| 4 | Detail | 1 | 25 | Macaulay |
| 5 | Detail | 2 | 26 | Rios |
| 6 | Detail | 3 | 27 | Miller |
| 7 | Syntax | 1 | 69 | Woolf |
| 8 | Syntax | 2 | 70 | Chief Red Jacket |
| 9 | Syntax | 3 | 71 | Poe |
| 10 | Imagery | 1 | 47 | Coleridge |
| 11 | Imagery | 2 | 48 | Hijuelos |
| 12 | Imagery | 3 | 49 | Chopin |
| 13 | Tone | 1 | 91 | Bombeck |
| 14 | Tone | 2 | 92 | Twain |
| 15 | Tone | 3 | 93 | Mukherjee |

One order of activities with the lessons:

1. ***The teacher presents one or two lessons***.

*Students work through the lessons listed above* as an opening activity.

1. ***Students are given presentation files of one lesson*** and work in pairs to prepare an analysis (250-500 words) of the lesson’s content, including an extended logical definition of the author, and then present the lesson to the class. They are limited to 20 minutes and must have questions or activities prepared to “engage” the class in the lesson.
2. ***Students in pairs are given passages and assigned one of the five elements***. They construct an exercise modeled on those done in class, including two ‘discuss’ questions, one ‘apply’ activity, and ‘discussion suggestions.’ The teacher chooses most passages from the work the class is currently studying or has already completed.
3. ***Students work in teams to select one of the five elements and locate an appropriate passage to illustrate it.*** (Or they may choose to ‘work backwards,’ starting with a favorite text and then selecting an appropriate element.) They construct an exercise modeled on those done in class, including two ‘discuss’ questions, one ‘apply’ activity, and ‘discussion suggestions.’ They might be encouraged to use the work the class is studying or one it has completed.