



## The Story of the Statue of Liberty

### Objectives

Students will be able to:

- read text passages from different points of view.
- adapt speech to a variety of contexts.

### Support Learners

If students need extra support adapting voice to context, **then**

- have them practice with their own written pieces such as narratives or oral presentations.
- have them practice with familiar slogans or catchphrases such as: *Are we there yet? Way to go. Are you serious?*

### Self-Assess

When you are practicing, ask yourself:

- Does the sound of my voice convey the meaning of the words from the specified point of view?
- What could I change about the tone, volume, or inflection in my voice to sound more like the person I'm supposed to be?
- Could I add something else to my voice to imply more about the specified point of view?

# Speaking and Listening: Adapting Speech to Context

## Introduce the Activity

Say: *We adapt our speech to fit the context of what we're doing or to fit a task we have to accomplish. For example, when we give an oral presentation in class, we use what's called formal English. That means we don't use slang or contractions, and we choose words carefully so that our point of view is clearly heard. On the other hand, if we were presenting to a group of younger students, we might speak more casually, using softer tones and simpler words and phrases, as in informal English.*

*When we read text aloud, we relay the meaning of the words with our voices. Turn to page 4 in the book *The Story of the Statue of Liberty* and say: *On these pages there is a debate among a group of men. Because this book is graphic, like a comic book, the story is told mostly in dialogue, or back-and-forth speech. The sections of the text that are in boxes like at the top of page 4 are just facts. So I might read that part without a whole lot of emotion. Read that text in a normal, informative voice.**

Then say: *The rest of the page is dialogue, and again, the men are disagreeing, so I want that to come through in my voice. Also, two men are speaking, so I will change my tone slightly to show the different voices. What if I read it like this. Read the dialogue in a sing-song voice, the same for both of the speakers. Were you able to tell that the men are disagreeing? Were you able to tell that two men were talking? I'll read it from the men's point of view, with some disagreement in my voice. Read the dialogue again, showing that the men are disagreeing and using a different tone for each man.*

*What was different about my speech in the two readings? (the tone, the emotion, one voice vs. two) Ask: *What did the difference in my speech do to the meaning of the words? (showed different emotions, conveyed that two men were speaking)**

Explain to students that they will break into groups to create voice adaptations for other sections of the book and then present them to the class. They should first brainstorm a list of different points of view appropriate for the topic, and then each choose a point of view to present.

## Guide Practice

If students need help choosing appropriate points of view related to the headline topic, ask: *Who might be affected by this story? How would different people react differently to this news?* As students work in small groups, circulate to help them refine their speech in order to be as effective as possible.

## Share Projects

Once students have practiced their speech adaptations with their groups, have them present them to the class. Ask students to point out which "voice" was most effective in delivering the message and what qualities made it so.