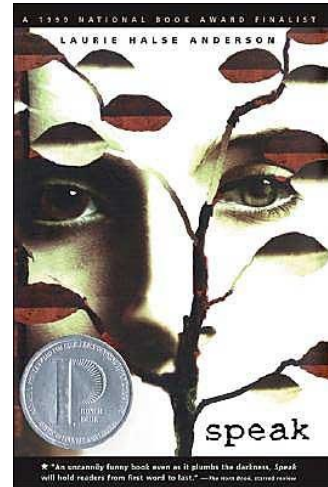


Speak



ISBN-13	978-0312674397
ISBN-10	0-312674392
Author	Laurie Halse Anderson
Publisher	Square Fish
Copyright	1999
Reprint Edition	2011
Synopsis	Melinda Sordino is a social outcast during her freshman year in high school. Her parents, friends, and teachers are clueless about her post-traumatic stress. Supported by her art teacher, Melinda starts a slow healing process.
Content Warning	The protagonist suffers trauma following a rape by a senior student at a party. The book contains a rape scene.
Themes	Trauma; bullying

Character-Based Literacy Program Independent Study Lesson Plan, *Speak*, Week 1



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

The following topics are presented to deepen readers' understanding of the thoughts, emotions, and behavior of the protagonist as well as the key events and context in the story plot.

What is Challenging About the Transition to High School?

The transition from middle to high school often comes with less social support from teachers and parents. High schools put much more emphasis on academic goals than middle schools to promote college and career readiness. Parents and teachers' expectations for social and personal responsibility are higher than in middle school. For most students, even those with supportive friends, learning to navigate the new demands of high school is a challenge. Compared to her other problems, however, this challenge was the least of her worries.

What is Post-Traumatic Stress Disorder?

Post-traumatic stress disorder is characterized by lingering symptoms of stress following a traumatic event. A traumatic event can be bullying, sexual assault, war, natural disaster, or any other event that undermines people's sense of safety. The symptoms last for more than one month and are severe enough to interfere with school, work, and personal relationships. Having little or no social support after the event can aggravate the symptoms. There are four categories of symptoms: (1) Re-experiencing the traumatic event (e.g., bad dreams and flashbacks); (2) avoidance (e.g., avoiding places and situations that are reminders of the event); (3) arousal and reactivity (e.g., feeling "on edge"); and, (4) cognition and mood (e.g., guilt, shame, and depression). Additional common symptoms are self-neglect and self-harm.

What is the First Amendment?

The First Amendment states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances." The First Amendment

*Independent Study, Week 1
Speak*

protects the right of students to express themselves in the classroom as long as they are not disruptive or disrespectful. Some types of speech – of adults and students – are not protected by the First Amendment, such as defamation and incitement of actions that may threaten the physical or psychological well-being of others.

Why Many Victims of Sexual Assault Do Not Speak Up?

Many victims of sexual assault never tell about the incident to anyone or wait a long time to talk about it. There are several reasons for victims' inability to speak up. These reasons include the fear that people will not believe them or partly blame them for what happened, lack of trust in the ability of others to help them, shame and concern about being stigmatized, and the desire to forget about the event that robbed them of their sense of safety and dignity. As the #MeToo movement has demonstrated in some cases, talking about sexual misconduct can help change social norms and drive people to offer social support to victims.

How Does Breaking Up with a Friend Impact Us?

Breaking up with a close friend can hurt one's self-esteem because of the feeling of losing value and not being wanted by the friend anymore. Also, it can create loneliness due to the loss of emotional support and companionship. In some cases, people feel symptoms of grief including sleep problems, depression, intrusive thoughts, and feelings of emptiness.

Word Wall Here are 25 vocabulary words to define and add to the Word Wall.

indoctrination (5)	demerit (6)	inconspicuous (7)	vanished (15)	errant (17)
acceptability (27)	expiration (30)	floundering (31)	ensemble (39)	irony (43)
foreigners (55)	xenophobic (56)	eloquent (57)	subjectivity (61)	violation (68)
imperial (69)	demure (75)	demoted (79)	retention (82)	abysmal (89)
marsupials (95)	conundrum (98)	imbeciles (103)	tenure (104)	vespiary (104)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pages 3–116 in the book, *Speak*.

RESPOND

Timeline List the 15 most important events on the timeline.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Speak, Week 1 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

1.
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Map Add to ongoing class activities like a KWL chart or map.

Use the Character Map worksheets to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

Independent Study, Week 1

Speak

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SPEAK: CHARACTER MAP (pp. 3–24)

Melinda	
Heather	Mr. Neck
Rachel	Hairwoman
Ivy	Mr. Freeman
Nicole	Melinda's Parents

SPEAK: CHARACTER MAP (pp. 24–46)

Melinda

Heather

Mr. Neck

Rachel

Hairwoman

Ivy

Mr. Freeman

Nicole

Melinda's Parents

Independent Study, Week 1

Speak

SPEAK: CHARACTER MAP (pp. 49–68)

Melinda	
Heather	Mr. Neck
Ivy	Ms. Keen
The Marthas	Mr. Freeman
David	Melinda's Parents

Independent Study, Week 1

Speak

SPEAK: CHARACTER MAP (pp. 69–92)

Melinda

Heather

Mr. Stretman

Andy Evans (aka “IT”)

Ms. Connors

The Marthas

Hairwoman

David

Melinda’s Parents

Independent Study, Week 1

Speak

SPEAK: CHARACTER MAP (pp. 95–116)

Melinda

Heather

Principal Principal

Andy Evans (aka “IT”)

Guidance Counselor

The Marthas

Hairwoman

David

Melinda’s Parents

Independent Study, Week 1

Speak

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

1. A foundation is interested in making High School Survival Kits. The Kit can be in the form of an informational guide with tips for new students, or a backpack with useful objects. Describe or draw a High School Survival Kit of your design.
2. In this activity, we will do a version of the Baum Test developed by Charles Koch in 1952 to measure internal states, such as emotion and mood. In this activity, you will have three minutes to draw a tree using a pencil on an A4-sized paper. Note that you do not have access to any interpretation tables, so your impression of your drawing will be your own.

Reflect on your drawing using the following points:

- Size of the tree and its location on the paper (e.g., center, upper right, upper left).
- Richness in details (e.g., fruit, roots, leaves).
- Energy (e.g., number and strength of strokes).
- Proportionality of the tree parts (e.g., height and width of the tree crown, and height and width of the tree trunk).

After noting these details, ask yourself the following questions:

- Is the tree healthy and well taken care of?
- What kind of a tree is it?
- Where is the tree located?
- Who takes care of the tree?

Conclude by asking: Why did I draw this tree? If I sketched a tree last week, last month, or last year, would it look different?

3. Draw a cartoon about first amendment in schools. You may refer to one or more of the following rights: freedom of speech; freedom of the press; freedom of religion; freedom of assembly; and, freedom to petition. While your cartoon can be critical, it should be respectful towards all members of your school – adults and students.
4. Divide a sheet of paper into two parts. On one part, draw Melinda before the party. On the other part, draw Melinda after the party. Reflect: What is the ethical responsibility of adults to provide support to Melinda, once they notice the change in her appearance and behavior?
5. Create Valentine's card for Melinda. In the card draw and express your support, encouragement, and hopes for her.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

PP. 3–24

1. How has Melinda changed over the summer?

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Speak

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2. How does Melinda feel about her bedroom?
3. What art project does Melinda need to do?

PP. 24–46

- Why does Mr. Freeman complain about the school board?
2. What are Heather's social goals at Merryweather High School?
 3. What is the mission or purpose of the Marthas club?

PP. 49–68

1. Why does Mr. Freeman complain about the school board?
2. What are Heather's social goals at Merryweather High School?
3. What is the mission or purpose of the Marthas club?

PP. 69–92

1. What talent does Melinda have in basketball?
2. Why does Heather complain about the Marthas? Why is she trying so hard to impress them?
3. How does Melinda help Heather?

PP. 95—116

1. Why does Melinda feel and behave when she sees Andy?
2. In your opinion, why did Heather break up with Melinda?
3. Was the meeting with the principal, guidance counselor, and Melinda's parents helpful? What could have made this meeting more supportive of Melinda?

Analyze the key paragraph.

P. 9

"It is easier not to say anything. Shut your trap, button your lip, can it. All that crap you hear on TV about communication and expressing feelings is a lie. Nobody really wants to hear what you have to say."

pp. 30–31

"For a solid week, ever since the pep rally, I've been painting watercolors of trees that have been hit by lightning. I try to paint them so they are nearly dead, but not totally. Mr. Freeman doesn't say a word to me about them. He just raises his eyebrows. One picture is so dark you can barely see the tree at all."

P. 56

"David: The Constitution does not recognize different classes of citizenship based on time spent living in the country. I am a citizen, with the same rights as your son, or you. As a citizen, and as a student, I am protesting the tone of this lesson as racist, intolerant, and xenophobic."

Key Paragraph, p. 72

"I almost tell them right then and there. Tears flood my eyes. They noticed I've been trying to draw. They noticed. I try to swallow the snowball in my throat. This isn't going to be easy. I'm sure they suspect I was at the party. Maybe they even heard about me

Independent Study, Week 1

Speak

calling the cops. But I want to tell them everything as we sit there by our plastic Christmass tree while the *Rudolph, the Red-Nosed Reindeer* video plays.”

In your analysis of the paragraph address the following points:

- Why did Melinda need a sign that her parents notice her before telling them what happened at the party?
- In your opinion, what would happen if she told them?

Key Paragraph, p. 116

“Do they choose to be so dense? Were they born that way? I have no friends. I have nothing. I wonder how long it takes to ride a bus to Arizona.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme. Use as much detail as you can.

1. Melinda is desperate to find a least one friend at school. Write one paragraph about the importance of having a friend in high school.
2. Contrast the mission of the Marthas to perform good deeds with their unkind attitude towards Melinda (e.g., calling her “creepy”). Write 2–3 paragraphs about the importance of starting with the school community when working to make a better world and improve the well-being of others.
3. Melinda admires David Petrakis’s actions. In your opinion, why does she admire David’s behavior? Write 2–3 paragraphs about ways in which students can inspire other students as well as teachers when they show concern for the welfare of others and promote First Amendment principles.
4. Melinda notes that words – spoken or written – are hard work. Write 1–2 paragraphs about the challenge of expressing oneself, especially when one feels stressed, depressed, or anxious.
5. Melinda does not talk to her parents, principal, or guidance counselor because she does not trust them. Write 1–2 paragraphs about trust as a necessary condition for openly talking with other people.

Character-Based Literacy Program Independent Study

Lesson Plan, *Speak*, Week 2



Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

The following topics are presented to deepen readers' understanding of the thoughts, emotions, and behavior of the protagonist as well as the key events and context in the story plot.

What is Cubism?

Cubism is art redefines the use of space and focuses on the subjective way the artist sees the world. Images of body parts may look distorted and the picture may seem ambiguous and complex. For example, in Picasso's painting, *Portrait of Ambrose Vollard*, Vollard is seated facing the painter. His face, body, and objects around him are made of a cubist grid – many small, intersecting planes, any one of which can be seen as the background or the foreground of the picture.

Who is Maya Angelou?

Born Marguerite Johnson, Maya Angelou (1928–2014) was an American poet, playwright, activist, and Hollywood's first female black director. Also, she was Reynolds professor of American Studies at Wake Forest University. According to the first lady, Michelle Obama, Angelou's writing inspired women to maintain a sense of self-worth because it "has nothing to do with what the world might say."

What Changes in Thinking Can Support Healing from Trauma?

According to successful approaches, such as Cognitive-behavior Therapy, victims of trauma heal when they change unhelpful thinking, such as self-blame, believing there is no solution, and mistrusting others. Getting support from friends, family, and mental health professionals get change negative thinking to positive thinking that is focused on hope and problem-solving.

Word Wall Here are 15 vocabulary words to define and add to the Word Wall. Note: The book includes a section titled A Selected Glossary. Use this Glossary to learn new words in Spanish.

cubism (119)	crumbles (120)	wistful (129)	stumble (125)	reluctance (132)
tenacious (141)	profoundly (143)	momentum (150)	simmer (157)	Self-incrimination (157)
maladjusted (177)	indentured (177)	servitude (177)	privileged (178)	Self-centered (179)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read pages 116–198 in the book, *Speak*.

RESPOND

Timeline List the 15 most important events on the timeline.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Speak, Week 2 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

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Map Add to ongoing class activities like a KWL chart or map.

Use the Character Map worksheets to track the main facts about the characters in the book. Include details about the relationship with Melinda, values, attitudes, and behaviors.

SPEAK: CHARACTER MAP (pp. 116–137)

Melinda	
Rachel	Mr. Freeman
Andy Evans (aka “IT”)	Mr. Neck
The Marthas	Ms. Keen
David	Melinda’s Parents

SPEAK: CHARACTER MAP (pp. 141–163)

Melinda

Rachel

Mr. Freeman

Andy Evans (aka “IT”)

Mr. Neck

Ivy

Ms. Keen

David

Melinda’s Parents

Independent Study, Week 2

Speak

SPEAK: CHARACTER MAP (pp. 164–198)

Melinda	
Rachel	Mr. Freeman
Nicole	Ms. Connors
Ivy	Hairwoman
Heather	Melinda's Parents

Independent Study, Week 2

Speak

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

1. Create a chart of Melinda's report card. Start with last year's grades.
2. Create a timeline based on Maya Angelou life events. You may use sources such as <https://worldhistoryproject.org/topics/maya-angelou>
3. Look up famous paintings of trees. Reflect: Which painting do you like the most? Why?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

PP. 116–137

1. Why does Melinda like Cubism?
2. What argument did Melinda One have with Melinda Two about going to David's party?

PP. 141–163

1. Why does Melinda refuse to present about her report to class?
2. How does Melinda warn Rachel about Andy?
3. In your opinion, what is the ethical responsibility of students to warn others about a friend who has a history of violence or other dangerous behavior?

PP. 164–198

1. In your opinion, what caused the change in Melinda's behavior?
2. Predict, how well will Melinda do academically, socially, and emotionally next school year?

Analyze the key paragraph.

P. 128

"Are they talking about me? They're certainly laughing enough. I chomp my sandwich and it barfs mustard on my shirt. Maybe they're planning the next Project. They could mail snowballs to the weather-deprived children in Texas. They could knit goat-hair blankets for shorn sheep."

Define and address at least one of the following terms in your analysis of the paragraph:

- Hypocrisy
- Sarcasm
- Helplessness

P. 153

"Mr. Freeman: You are getting better at this, but it's not good enough. This looks like a tree, but it is an average, ordinary, everyday, boring tree. Breathe life into it. Make it bend—trees are flexible, so they don't snap. Scar it, give it a twisted branch—perfect trees don't exist. Nothing is perfect. Flaws are interesting. Be the tree."

Independent Study, Week 2

Speak

p. 198

“The tears dissolve the last block of ice in my throat. I feel the frozen stillness melt down through the inside of me, dripping shards of ice that vanish in a puddle of sunlight on the stained floor. Words float up.”

EXTEND

Write a short product based on today’s prompt to connect to the unit theme.

1. Melinda feels that she cannot find her place in the world. Her parents’ marriage is falling apart. She has lost her best friends. And, she is unpopular at school. Nevertheless, she tells herself to stay normal, attend all classes, and stop hiding in the janitor’s closet. What inner strength enables her to keep going? Write 2–3 paragraphs about inner strength and how it can help people who suffer.
2. David told Melinda that she would not make a difference unless she speaks up for herself. In your opinion, should Melinda speak up about what happened to her at the party? Should she speak up about how blind her school was to her suffering? Write 2–3 paragraphs presenting your argument.
3. Write a concluding paragraph about the importance of paying attention to others who seem to display signs of depression or anxiety. What is the ethical and moral obligation of adults and teens to show kindness, understanding, compassion, and support?

Final Writing Assignment**Argumentative Essay**

Your final writing product will argue that it is critical that all people – teachers, school administrators, students, parents, and others in the community – will be able to notice signs of trauma and be kind to victims of trauma.

The essay will discuss how negative changes in people’s behavior – changes that cannot be easily explained and last more than one month – can be signs of trauma. These changes can include avoiding social activities, neglecting one’s physical appearance, lack of school engagement, and negative mood.

Begin your essay with a well-defined thesis statement or the key idea you will discuss and support with examples. Use the paragraphs you have written about the book, *Speak*, to provide examples and supportive arguments. The essay should be concise – avoid repetition and redundancy in statements.

Use the following checklist to evaluate your work:

- The essay begins with a clear argument.
- The essay provides examples to clarify on the reasoning.
- The essay includes good transition words and phrases (see below).
- The essay thoughtfully presents counterarguments, such as challenges to implementing the idea.
- There is a topic in each paragraph.

Independent Study, Week 2

Speak

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- There is a logical progression from one paragraph to the next.
- The essay ends with a strong conclusion.

Create a timeline to organize your work schedule:

What	When
Create a thesis statement	
Create an outline	
Collect and organize ideas and facts	
Write an introduction paragraph	
Write the body paragraphs	
Write a conclusion paragraph	
Evaluate and edit	
Submit a rough draft	
Revise based on feedback	
Submit a final draft	