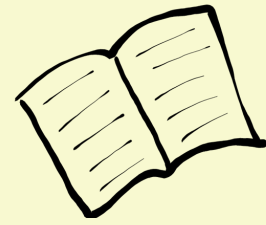


The Importance of Choosing Words



OBJECTIVE

The student will be able to identify words using synonyms, specific diction and word choice as well as use diction and inflection to describe words in a variety of ways.

Recommended Grade Level: 10th

Time Required: 45 minutes

TEKS

ELA TEKS -

§ English II (B1C) - infer word meaning through the identification and analysis... and other word relationships

THEATRE TEKS -

§ Theatre I (C1D); § Theatre II (C2C) - demonstrate effective voice and diction to express thoughts and feelings
§ Theatre III (C1C); § Theatre IV (C1C) - distinguish the proper techniques such as diction, inflection, and projection in the use of effective voice

MATERIALS NEEDED

30 Word Game Cards (provided)

Timer

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INSTRUCTIONS

Hook:

1) Display/write the sentence: “I never said she read my book.” on the board. Ask the students to discuss the different meanings of the sentence when a different word is stressed. (i.e. I never said she...; I never said she...; I never said she...) Introduce and discuss the importance of word choice (diction) and emphasis.

a) How does emphasis change the meaning of a sentence?

b) There are seven words in one sentence, but depending on which word is stressed, there can be seven different meanings.

2) Using the example from above: if “I” is stressed, that implies that someone else said “she read my book.” Or if “read” is stressed, that implies that she did something other than read the book, but what? Did “she” tear it? Steal it? The possibilities are endless, but the reader or audience member wouldn’t know unless the writer/actor stressed that particular word.

3) Note: If the students do not know the definition of diction, define it as: the choice and use of words and phrases in speech or writing.

Step-By-Step Activity Details:

1) Divide the class into two even groups (i.e. 30 students = two groups of 15), if there is an odd number of students, the single student left may be the score keeper, or act as an additional judge during the activity.

2) Divide the provided Word Cards into two stacks equal to the number of students in each group, face-down (15 students/group = 15 cards/group).

Instruct the students not to look at the words on the card.

3) The activity is similar to the card game Taboo. One group will start, a student will pick up ONE card, and will show it to the rest of the group and does NOT look at it. The other students in the group will describe the word on the card without saying the word itself or the three “taboo” words beneath it. The student holding the card will attempt to guess the word on the card based on the description from their classmates.

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INSTRUCTIONS (CONTINUED)

4) The student holding the card will attempt to guess the word on the card based on the description from their classmates in 45 seconds (If this proves to be too much time you may change to 30 seconds). If the student does not guess the correct word within that time, they place the card down and the next student begins.

5) Every word guessed within the time limit gains the group one point. If one of the students describing the word uses one of the “taboo” words, the team loses a point.

6) Once the first student has guessed, or failed to guess the word, the first student from the other team picks up a card and repeats the process.

Repeat the process, going back and forth between the two groups, until every student in both groups have attempted to guess a word.

7) Tally the points from each group, the group with the most points wins!

Closure:

1) Discuss with the students the additional thought that went into describing each word because of the “taboo” words that they were not allowed to say.

a) What was the hardest part of the activity?

b) How did you discover new ways to describe each word?

Assessment:

1) Discuss how multiple words and phrases can be used to describe one word or phrase. Discuss the usefulness of this when acting in a scene to express thoughts and emotions; as well as when writing an essay, or in normal conversation.

a) How can different word choices change the tone of a scene/essay/conversation?

b) “I am happy.” vs. “I am cheerful.”; “The stage was dark.” vs. “The stage was devoid of light.” etc.

c) Both sentences can mean the same thing, but can be expressed in different ways, and introduce different emotions depending on the words used. “...devoid of light” has a much colder tone and feeling than “dark.” Both are synonyms of each other, however, one is stronger than the other when invoking a reaction or emotion.

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Word Game Cards

AUTHOR

WRITER

BOOK

JOURNALIST

CHARACTER

STORY

BOOK

ROLE

NOVEL

BOOK

READ

STORY

PARCHMENT

PAPER

SHEEPSKIN

DIPLOMA

QUILL

FEATHER

PEN

BIRD

CHURCH

GOD

BIBLE

JESUS

REVEREND

CHURCH

PASTOR

PRIEST

TYPEWRITER

KEYBOARD

COMPUTER

TYPE

MANOR

HOUSE

MANSION

LORD

ENGLAND

UNITED KINGDOM

LONDON

BRITIAN

COUNTRYSIDE

FIELD

LAND

COUNTRY

BOARDING
SCHOOL

SLEEP

LIVE

AWAY

GOVERNESS

NANNY

TEACHER

TUTOR

POEM

RHYME

SONNET

SONG

PUBLISH

DISTRIBUTE

PRODUCE

BOOK

ALIAS

NICKNAME

OTHERWISE

NAME

BELGIUM

EUROPE

FRENCH

BRUSSELS

CEMETERY

DEAD

GRAVE

BURY

HEADSTONE

DEAD

BURY

GRAVE

SHOES

FEET

WALK

BOOTS

LATIN

DEAD

ROME

CLASSIC

LETTERS

MAIL

STAMP

ALPHABET

MARRIAGE

RINGS

PRIEST

CEREMONY

SCHOOL

EDUCATION

CLASS

STUDENT

CARRIAGE

HORSE

TRAVEL

CARRY

CHILDREN

KIDS

BIRTH

MINOR

DISEASE

SICK

DOCTOR

BACTERIA

WRITE

PEN

PAPER

STORY

PORTRAIT

PICTURE

PAINT

MODEL

FAMILY

RELATED

BLOOD

PARENTS