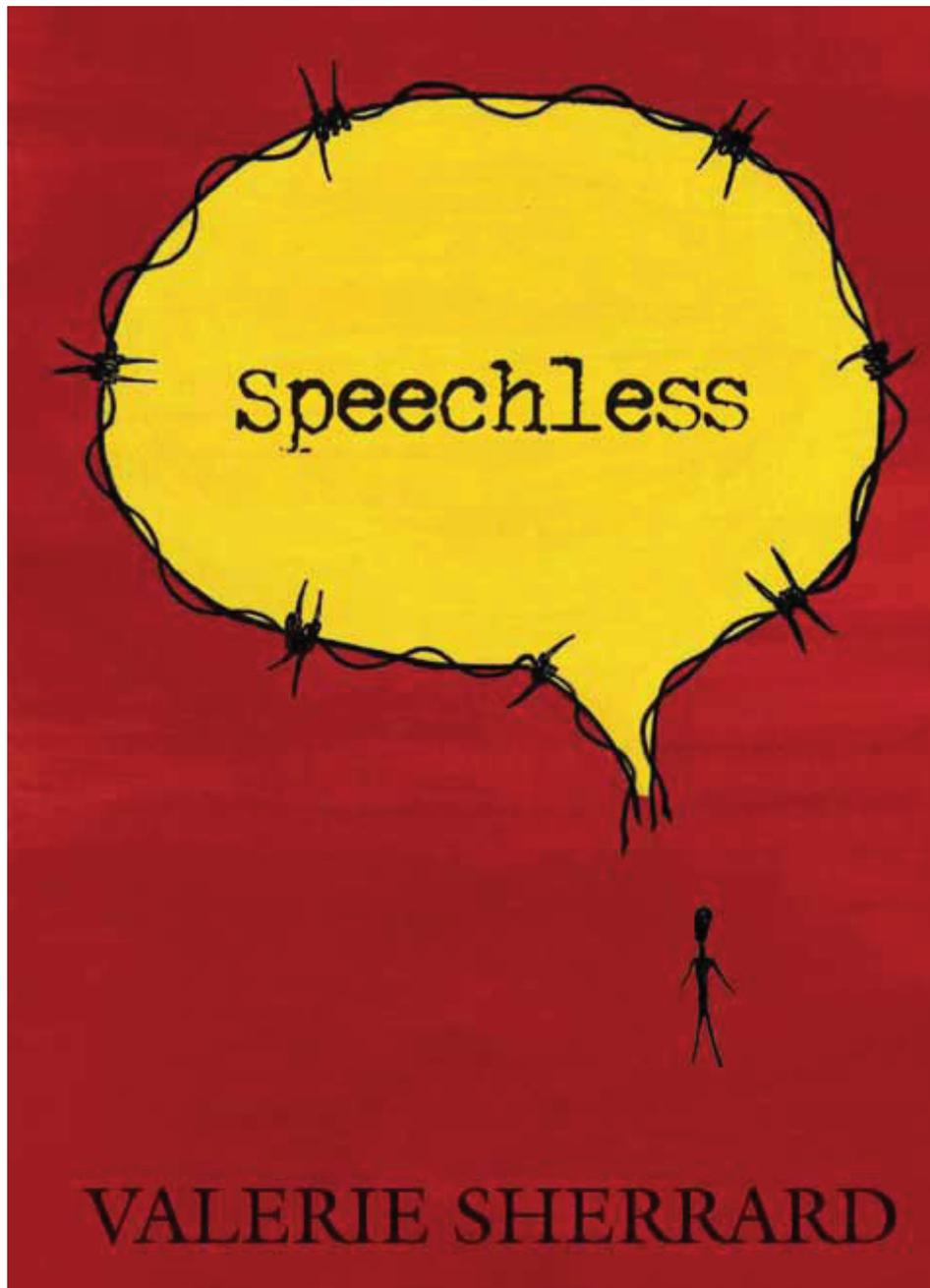


TEACHER'S GUIDE



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CURRICULUM CONNECTIONS

Speechless may be used to meet several Language expectations at the Intermediate level. It is useful for journaling, novel study, literature circle discussions, examining current issues, as a model for formulating a plan of action for a cause, introduction to persuasive argument, speech making, examining/developing interview techniques, creating newscast/media work and for analysis of some of the character traits contained in the Character Education curriculum.

LANGUAGE

- Activating/providing background knowledge through discussion, reading of non-fiction documents and articles on the United Nations Rights of the Child, Emmanuel Jal (former child soldier), and Craig Kielburger (Ontario Curriculum (O.C.) Grade 7: Reading 1.1, 1.2, 1.3)
- Comparing the features of fiction (narrative) and non-fiction texts (O.C. Gr. 7: Reading 2.1)
- Identifying big ideas/questions (O.C. Gr. 7 : Reading 1.5)
 - 1) How might one person change the world?
 - 2) Do we have a responsibility to help others? Why or why not?
 - 3) I am my brother's keeper.
 - 4) One person can make a difference.
- Making text-self-world connections regarding current issues such as child soldiers, exploitations of children, United Nations Rights of the Child, teenage activism. (O.C. Gr. 7: Reading 1.6)
- Identifying and examining different points of view on the topic of child soldiers and children's rights. (O.C. Gr. 7: Reading 1.7, 1.9)
- Examining the development of Griffin Maxwell's character as well as the action or plot of the story. (O.C. Gr. 7: Reading 1.7, 2.1)
- Identifying the purpose, features, and form of a persuasive argument, writing a persuasive argument on a current issue which reflects a personal point of view, and presenting this orally. (O.C. Gr. 7: Reading 1.7, 1.9, 2.2; Writing 1.1 – 4.3. Oral Communication 1.1 – 3.2)
- Creating a media work (news report, news or magazine article) by examining the purpose and features of an interview, developing interview questions, conducting and making an audio/video recording of the interview. (O.C. Gr. 7: Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2; Oral Communication 1.1 – 3.2)

CHARACTER EDUCATION

Speechless addresses honesty, integrity, responsibility, perseverance, fairness, cooperation, and teamwork.

NOTES TO THE TEACHER

This teacher's guide focuses on building and activating students' prior knowledge, providing questions and activities that reflect the higher levels of Bloom's Taxonomy (Application, Analysis, Synthesis, Evaluation) (<http://learningandteaching.dal.ca/bloom.html>), support differentiated instruction, meet a variety of Ontario Ministry of Education expectations across the curriculum and support current TDSB (Toronto District School Board) initiatives such as asking good questions, improving students responses (making inferences, connections, identifying the big question/idea in text, supporting thinking by providing relevant examples from the text, self-evaluation/metacognition, etc.), identifying the features of fiction and non-fiction text and character development.

SOME THEMES OR BIG IDEAS WHICH OCCUR THROUGH OUT THIS BOOK ARE:

- **The importance of honesty and consequences of being dishonest.** Griffin made far more work for himself in the end by being dishonest. In addition to doing the research, he had to answer interview questions for an article in the school newspaper, write a report, and ultimately gave his speech as well. He also had to endure a beating from Bo Werner, deal with the guilt he felt because of his lie, and spend virtually all his time making his lie believable.
- **One person can make a difference.** We have a responsibility to help those less fortunate than us and to determine how this might be accomplished. Griffin not only achieved his goal but made everyone in his school, community, city, and the government take notice of the plight of child soldiers in Africa. Griffin and his cause serve as a model for others to persevere and take action to deal with important issues that may exist in their schools, communities, cities, and the world at large.
- **Always looking for the easy way out creates more problems than just dealing with them.** Students should be encouraged to talk about and deal with their problems, examine problems from various perspectives, identify many possible solutions, and develop a checklist for determining the best solution.
- **Knowing the right thing to do and then acting on it is an important principle to live by.** Although Griffin's "protest of silence" begins as a ruse to get out of doing work and not facing his fears, he listens to his conscience and realizes that the issue was important and that he needed to do the right thing by taking and following through with what he said he was going to do initially.
- **Bullying, standing up to, and dealing with bullies is also an important issue that the author deals with in this story.** Griffin Maxwell's experience with Bo Werner and how his "protest of silence" actually enabled Griffin to stand up to Bo and his bullying provides the students with an opportunity to discuss this issue and how it might apply to their own experience, class, school, or community.
- **The "rights of the child" and "human rights" is another issue that could be addressed through this story.** http://www.cccf-fcsge.ca/pdf/rights_poster_en.pdf, <http://www.unicef.org/crc/>, <http://www.accessola.com/osla/bethechange/rights.html>.

- **The United Nations Charter of Rights and Freedoms can be discussed.** How these rights are enforced in North America and around the world and how issues such as child labour, child soldiers, war, starvation, lack of medical care, and others violate some children's basic human rights could be a good source of discussion to determine what we might be able to do to help.

There are other issues that you and your students may want to consider while reading this novel.

A variety of graphic organizers, explanations, related resources for assessment and instructional purposes and links to relevant web sites have also been included to assist you.

Some activities will require the teacher to model expected responses and build prior knowledge so that students may successfully complete these.

BOOK SUMMARY

Have you ever been humiliated during an oral presentation in front of the class?

That's exactly what happened to Griffin Maxwell when his mother insisted that he speak on the difference between how men and women communicate. It was a complete disaster, partly because he wasn't interested in the topic and partly because his nerves got the better of him.

As a result, it was no wonder that he wanted to avoid doing the next oral presentation at all costs. His solution was to tell his teacher that he was making a protest of silence in support of the plight of child soldiers in Africa.

As time went on, he began to feel guilty that he had lied. He realized that he did not know anything about the cause that he was supposed to be taking on so he began to research the topic.

When his teacher, Mr. Durkin, shared the story of his sponsored child in Uganda who had been kidnapped and forced to be a child soldier, Griffin began to take action and do something about it.

Spurred on by his teacher's suggestion that he could begin by raising public awareness through the signing of a petition, which he could then send to the authorities, Griffin decided to try to get one million signatures. His friends helped by creating a web page for him and suggesting he send letters about the petition to local businesses.

When Griffin realized that was not enough, his father unbeknownst to him, encouraged a television news reporter that this cause was important enough to receive coverage. The signatures began pouring in until they exceeded three million in number.

Griffin finally found his voice and gave his speech, not to his classmate, but to the members of parliament. This time, the result was a standing ovation.

MEET THE AUTHOR



Valeri Sherrard is the acclaimed author of such bestselling books as *Kate*, *Sam's Light*, *Sarah's Legacy*, and the Shelby Belgarden Mysteries. Her books have been shortlisted for the Red Maple, White Pine, Snow Willow, Manitoba Young Readers' Choice, B.C. Stellar, and Arthur Ellis awards, recommended by the IODE Violet Downey Award, and selected as Our Choice by the Canadian Children's Book Centre. She lives in Miramichi, New Brunswick.

Pre-reading strategies that provide students with a body of knowledge and activate prior knowledge:

1. Read the United Nations Rights of the Child poster with the students. Discuss the meaning of each one. Create posters to visualize each one then post them around the classroom. Discuss what might interfere with a child having these rights. Have students share any situations in the world of which they might be aware of where children have been denied some of these rights. Have the students brain-storm what might be done about the situation.
2. Read the story of Emmanuel Jal from Know Your World Extra, January 25, 2008.
www.highbeam.com/doc/1G1-174059777.html, <http://www.un.org/works/sub3.asp?lang=en&id=129>,
http://www.unicef.org/infobycountry/sudan_45251.html
Have the students summarize the problem and explain how Emmanuel was able to overcome it. Ask students to suggest how others might help these children.

Related Articles:

<http://www.childsoldiersglobalreport.org/>

<http://www.iht.com/articles/reuters/2008/12/23/africa/OUKWD-UK-SUDAN-DARFUR-Childsoldiers.php>

<http://www.iht.com/articles/2008/12/21/asia/child.php>

<http://www.hrw.org/en/news/2008/05/19/international-efforts-still-failing-child-soldiers>

3. Read and listen to the lyrics of the song Children of War by composer-songwriter, Mick Terry
<http://mickterry.com/lyrchildrenofwar.html>.
Have students record any questions, comments, clarifications, connections, or predictions they may have on post-it notes as they listen and follow along. Have small group discussions based on these. Finally, have each group share some significant points brought up during their discussion.
4. Read Craig Kielberger's story, Canada's Wonder Kid, *Toronto Star*, Sunday, November 8, 1998 (available through Toronto Star Pages of the Past on any TDSB school library web site). Have students identify what inspired him to take action and outline the plan/process he followed to achieve his goal.
5. Identify the features of non-fiction text, particularly news and magazine articles (For additional information, refer to: *Just the Facts*, TDSB, 2004).
6. Using a short fiction text, review the features and organization of a *narrative (Introduction: setting (time, place, and mood) and characters (physical appearance and character traits), Initiating Event (There would be no story without it), Problem(s), Resolution, and Conclusion (May include moral of story). See BLM – 1 for a template.

*For additional information, refer to: *First Steps Writing Resource Book*, Education Department of Western Australia, 1994, pages 21 to 44.

DURING READING STRATEGIES

DOUBLE ENTRY JOURNAL

As students read *Speechless*, have them record on post-it notes, any questions, connections, opinions/comments, clarifications and predictions that come to mind. Examples of these should be modeled for the students. These can be placed at the spot in the story where the thought occurred. The 10 most significant ones may then be elaborated on in the Double Entry Journal.

Note:

Review with students what constitutes a good question. How and why coupled with might, would, and will produce better questions. Also, they should be encouraged to ask questions that reflect themes, and big ideas.

Connections should reflect personal experiences, what has been read in other texts/movies, and what occurs in the real world.

All opinions, connections, questions, clarifications, and predictions need to be supported by information from the text. For instance, if a character is perceived as being ‘curious’, examples of what the character said or did should to make the student make that inference should be included in ‘My Thinking’. Just the same, if a connection is found with world issues/events, the way in which it relates to what has occurred in the story needs to be explained.

Refer to pages 105 to 137 in *When Kids Can't Read What Teacher's Can Do* by Kylee Beers and pages 25 to 43 in *Grand Conversations* by Faye Brownlie for more details on this approach to journaling.

A few sample responses have been recorded in the following table:

QUESTION/OPINION/ CONNECTION/ CLARIFICATION /PREDICTION	MY THINKING (Support your thinking by using examples from the text)
1) Why doesn't Griffin just tell his teacher that he's really nervous about doing the speech?	I think Griffin lied about his protest of silence for child soldiers in Africa to spare himself the humiliation he experienced doing his last oral presentation. The main problem with his first presentation was that his mother chose the topic and it wasn't of interest to him or his classmates. If he had selected a subject that he cared about, he might have been better prepared and much less nervous. If I were Griffin, I would have told my friend or the teacher about my past experience and asked for some advice about possible topics, how to get over my fears, and if there might be any alternatives to an oral presentation. This story ended well but being honest would have saved Griffin a lot of pain (being beaten up by Bo Werner), anxiety (feeling guilty about lying to everyone), and energy (having to do an interview and write a report in addition to doing the speech).

QUESTIONS

The following questions do not test knowledge or comprehension of the content of the novel, but deal primarily with the application, analysis, synthesis and evaluation of the text. For more information, go to: www.webquests.bc.ca/resources/Blooms.htm or <http://learningandteaching.dal.ca/bloom.html>

Chapters 1 - 14

1. Why would Griffin choose “the easy way out” of his problem? Have you ever been in a situation where it was easier to tell a lie than deal with the problem? How did you handle the situation and why?
2. How might Griffin have solved his problem (being nervous about doing an oral presentation) in a way that didn't require lying or making up an elaborate excuse?
3. Explain the significance of the following quote: “I liked the sound of that. Taking a stand. It sounded brave and strong.” (p. 15) Use details and examples from the text and make connections with your own experiences and the world around you to explain your thinking.
4. Why might Griffin's sister and parent's have had concerns about his protest of silence? Explain your thinking using examples from the text.
5. Explain how Griffin handled being bullied by Bo Werner. If you were Griffin, how would you have handled being threatened by a bully like Bo Werner?
6. Explain the significance of the following quote: “So, instead of chancing it, I decided to take his moment from him. It might be the only victory I'd get, but it suddenly became more important than anything else.” (p. 52). Use details and examples from the text to support your thinking.
7. How would your life change if you were not able to speak? Compare this to Griffin's experience in *Speechless*. You may want to use a Venn Diagram to compare and contrast Griffin's experience with what you think yours would be.
8. Why might taking a stand like Griffin's “protest of silence” cause conflict (man against man) within a family/community/country?
9. Griffin's fake protest also caused him to struggle with his own conscience (man against himself). Have you ever been in conflict with yourself because of a decision you made? How were you able to resolve that conflict?
10. How do the conflicts in the story relate to conflict that we see on television and read about in the newspaper each day?
11. Sometimes our actions bring about problems we don't anticipate. How did Griffin's “protest of silence” create more problems and work for him?

12. Although Bo beats-up Griffin in Chapter 8, it is Griffin who actually wins. Explain what this statement means. Support your thinking with examples from the text.
13. Why do you suppose Griffin lost his ability to talk (page 60)? Provide examples from the text to support your thinking.
14. How did the fight change everyone's attitude toward Griffin?
15. What was the turning point (the point at which the cause became important to him) for Griffin in his "protest of silence"? Why do you think this happened? Support your thinking with examples from the text.
16. Why do you think Griffin was panicking about not ever being able to talk again?
17. Why do you suppose we hardly ever hear about all the children that are kidnapped to fight in wars and how many of them are killed every day? What do you think should be done about this problem and who should be responsible?
18. Choose one of the organizations listed on page 82. Do a search online to find out how the organization got started and how it helps child soldiers and children affected by war.
19. Find another issue that children in other parts of the world face today. What is being done about it? Find a website or article to support your choice.
20. How did Griffin's silence give him "the ability to read the meanings behind what other people said and did" (page 88)?

Chapters 15 – Epilogue

21. Why do you suppose Griffin felt ashamed after his meeting with Mr. Durkin? How did this affect him from that point on?
22. How and why did Griffin's attitude toward his sister, Leah change?
23. How was Kato's outlook on life different from Griffin's and other children in Canada? How would you explain this difference based on your own experience?
24. How did Griffin stand up to Bo in the end? How did the principal support this? How would you have dealt with the situation if you were Griffin?
25. At the end of Chapter 21, Griffin plans to get one million signatures to raise public awareness about the plight of child soldiers. How might he go about doing this?
26. Why was the concept of "one million" so difficult for Griffin to understand? Refer to the story and explain how Griffin was finally able to understand the magnitude of his pledge to get 1 million signatures. Think of a way to demonstrate this concept to your classmate and present it to them.

27. How did Griffin, his friends, teachers, and family cooperate and work as a team to accomplish his goal of getting one million signatures? How could they use these to actually help the children who have been affected by war?
28. Griffin Maxwell made a difference by raising awareness about the plight of child soldiers. Craig Kielburger is another example of a young person who has made a difference for children who cannot speak or fight for themselves. Do we have a responsibility to help others who cannot help themselves? Why or why not? If so, how might we accomplish this?
29. Honesty, taking responsibility, and doing the right thing are some of the recurring themes in this story. Choose one of the following statements and explain what you think the author wanted us to learn about this through the story. Give details and examples from the text to support your thinking.
- It is important to always be honest. (honesty)
 - We have a responsibility to help those less fortunate than ourselves. (taking responsibility)
 - If a person knows the right thing to do and doesn't do it, he/she is breaking a moral law. (doing the right thing)

POST-READING ACTIVITIES

- 1) Use the key events recorded on the story board or action graph to create a comic strip of *Speechless*. This may be done by computer using the Comic Life software.
- 2) Create a media work. With a partner, play the roles of a reporter and Griffin Maxwell. Develop interview questions and videotape your interview for the 6 o'clock news.
- 3) Review the features of a news article (*Just the Facts*, Toronto District School Board, 2003, pages 21-23, 35). Write an article for the *Toronto Star* newspaper about Griffin Maxwell's "protest of silence".
- 4) What advice would you give someone like Griffin who was terrified to give a speech in front of the class? (Refer to Griffin's failed speech attempt (p. 8 – 12) and his success (p. 165 – 166)) to help you. Compare and contrast the circumstances and motivating factors in each case. Outline the steps for making a good speech.
- 5) Outline the steps that Griffin followed to raise public awareness about the plight of child soldiers. Have a look at the following web site which is about a project against the use of children in wars: <http://www.redhandday.org/index.php?l=en&view=info>
- 6) Identify something in your school, community, or city that you would like to change. Decide what you could do. Develop a plan of action to achieve your goal.
- 7) Consider all the possible perspectives that exist on child soldiers or another issue that interests you. Choose a point of view and write a persuasive argument. Make a speech to convince your audience that your perspective is the correct one. (*First Steps Writing Resource Book*, Education Department of Western Australia. 1994, pages 129-132, 136, 138)
- 8) In small groups, build arguments for opposing viewpoints on a topic/issue of interest (school issue: rule against chewing gum, detention; world issue: child soldiers, protecting the environment, etc.) Conduct a debate with audience participation and someone to direct or facilitate the debate OR Create a Web Log @ www.blogger.com or a conference which may be used as a forum for discussion of your issue. Guidelines and expectations for your students need to be outlined on the web log or conference. These need to be modeled and discussed prior to having students post comments and responses.
- 9) A movie has been made about the book, *Speechless*. Design a movie poster to advertise it including who will star in the main roles, etc.
- 10) Following the Research Process as outlined in *Imagine the Learning* (Toronto District School Board, 2007). Develop a focus question and other questions to focus and direct your research on an issue or activist of interest to you. Use the information you gather to create a power point

presentation to inform your classmates about this topic. Include various perspectives on the topic, possible solutions, and what we can do to help. If you are researching an issue, include how the person became interested in the issue, what they accomplished, how they accomplished it and how it affected the rest of the world.

NOTE: This entire activity may be done online. Smart Ideas software (concept map) may be used to develop a focus question, and other questions to guide the research process, and record jot notes to answer the questions. All work may be posted on a Web Log along with a final written report (Guidelines for writing a report are outlined in *Imagine the Learning*, Toronto District School Board, 2007) OR the final presentation may be presented in Power Point form as suggested.

- 11) Choose your own cause for a “Protest of Silence”. Write a proposal of what you hope to accomplish by it, and outline your plan/procedure to achieve your goal. Present this to your principal. Go without speaking for an entire day as part of this plan. Document the following throughout the day:
 - Other ways to communicate what you would normally say.
 - Challenges you faced.
 - What you learned from not speaking for an entire day.
 - Propose alternatives to “not talking” that could be used to achieve the same goal.

ASSESSMENT TOOLS

DOUBLE ENTRY JOURNAL CHECKLIST

- Questions, clarifications, connections, comments, and predictions are relevant to the text.
- Identifies themes, big ideas, and main ideas providing examples from the text to support their thinking.
- Gives opinions and makes inferences supporting them with details and examples from the text.
- Connects ideas in the text to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
- Analyzes the text and explains how the author uses different features and elements in the text to develop the reader's understanding of plot, characters, and evoke their reactions.
- Determines what the author wants the reader to get out of the text and supports their thinking with evidence from the story.
- Identifies biases the author may have and other possible perspectives on an issue providing evidence from the text to support their thinking.

UNDERSTANDING/CREATING A MEDIA TEXT RUBRIC

(*Media Studies K-12*, Toronto District School Board, 2005, page 73)

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Describes a media text with limited effectiveness	Describes a media text with some effectiveness	Describes a media text with considerable effectiveness	Describes a media text with a high degree of effectiveness
	Rarely uses information from a media text	Inconsistently uses information from a media text	Frequently uses information from a media text	Consistently uses information from a media text
Thinking	Analyzes and assesses a media text with limited clarity	Analyzes and assesses a media text with some clarity	Analyzes and assesses a media text with clarity	Analyzes and assesses a media text clearly and precisely
Communication	Uses conventions appropriate to the audience and purpose with limited effectiveness	Uses conventions appropriate to the audience and purpose with some effectiveness	Uses conventions appropriate to the audience and purpose with considerable effectiveness	Uses conventions appropriate to the audience and purpose with a high degree of effectiveness
Application	Compares media text to own experience with limited clarity	Compares media text to own experience with some clarity	Compares media text to own experience with clarity	Compares media text to own experience clearly and precisely
	Creates a media text with limited effectiveness.	Creates a media text with some effectiveness	Creates a media text with considerable effectiveness	Creates a media text with a high degree of effectiveness

RUBRIC FOR WRITING/PRESENTING A PERSUASIVE ARGUMENT ON AN ISSUE

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Demonstrates a limited understanding of the various points of view on this issue	Demonstrates some understanding of the various points of view on this issue	Demonstrates a clear understanding of the various points of view on this issue	Demonstrates a thorough understanding of the various points of view on this issue
Thinking	Develops ideas in a very limited way by using a few examples which may or may not be relevant to support assertions.	Develops ideas in a limited way by using some appropriate and/or relevant evidence to support assertions	Develops ideas competently by using sufficient, appropriate, and relevant evidence to support assertions	Develops ideas thoroughly by using extensive, appropriate, and relevant evidence to support assertions
Inquiry/ Research Skills	Selects a few of the relevant facts to support the argument, with minor errors and/or misinterpretations	Selects some of the relevant facts to support the argument, with some minor errors and/or misinterpretation	Selects most of the relevant facts and uses them effectively to support the argument	Selects all or almost all of the relevant facts and uses them convincingly and with some complexity to support the argument
Communication	Presents ideas simply with little awareness of the intended audience	Presents ideas simply with some awareness of the intended audience	Presents ideas effectively to reach the intended audience	Presents ideas clearly, precisely, and/or creatively to reach the intended audience
	Uses very simple persuasive writing techniques	Uses some simple persuasive writing techniques	Uses persuasive writing techniques of some complexity	Uses complex persuasive writing techniques
Organization of Ideas	Organizes ideas and information in a very limited way with many disruptions in the flow of ideas	Organizes ideas and information in a simple way with a few disruptions in the flow of ideas	Organizes ideas and information appropriately with a smooth flow of ideas	Organizes ideas and information clearly and concisely with a smooth flow of ideas
Application	Uses conventions with a limited degree of accuracy	Uses conventions with some degree of accuracy	Uses conventions with a general degree of accuracy	Uses conventions with a high degree of accuracy
	Shows little or no evidence of empathy for those who hold the point of view being argued	Shows limited evidence of empathy for those who hold the point of view being argued	Shows empathy for those who hold the point of view being argued	Shows empathy for those who hold the point of view being argued

RELATED RESOURCES

Brownlie, Faye. *Grand conversations, thoughtful responses: a unique approach to literature circles*. Winnipeg: Portage and Main Press, 2005.

Beers, Kylene. *When Kids Can't Read, What Teachers Can Do: a guide for teachers 6 - 12*. Portsmouth: Heinemann, 2003.

Education Department of Western Australia. *First Steps Writing Resource Book*, Australia: Addison Wesley Longman, 1994.

Koehlin, C., and S. Zwaan. *Info Tasks for Successful Learning*, Markham: Pembroke Publishers, 2001.

Kuhlthau, C., L. K. Maniotes, and A. K. Caspari. *Guided inquiry: learning in the 21st century*, Westport: Libraries Unlimited, Inc., 2007.

Ministry of Education of Ontario. *Finding Common Ground: Character Development in Ontario Schools, K-12*. Ministry of Education of Ontario, 2008.

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Language*. Ministry of Education of Ontario, 2006.

Richards, Will. *Blogs, Wikis, Podcasts, and other Powerful Web Tools for Classrooms*. Thousands Oaks: Corwin Press, 2009.

Toronto District School Board. *Imagine the Learning*. Toronto District School Board, 2007.

Toronto District School Board. *Just the Facts*. Toronto District School Board, 2004.

Toronto District School Board. *Media Studies*, Toronto District School Board, 2006.

Various articles available through EBSCO (Student Research Centre and Canadian Points of View) and Toronto Star Pages of the Past. Available to all students attending school in the Toronto District School Board on their school library web page.

PRE-READING STRATEGIES

KNWL CHART

K What do I know about child soldiers?	N What do I need to find out?	W Where can I look for the answers?	L What did I learn?

ANTICIPATION GUIDE

Before reading *Speechless*, read each of the following statements. Write “yes” in the blank if you agree and “no” if you disagree. Be prepared to justify your answer. When you are finished reading the book, respond how you believe Griffin Maxwell would respond to each statement. Be prepared to support your response with evidence from the story. The purpose of the anticipation guide is to make us think deeper and more critically while reading the story.

Before Reading

After reading

- | | | |
|-------|--|-------|
| _____ | 1. It is important to always be honest. | _____ |
| _____ | 2. It's okay to invent excuses to get out of doing something unpleasant. | _____ |
| _____ | 3. Children should be able to count on parents/ teachers to help them with any problem they might have. | _____ |
| _____ | 4. We have a responsibility to help those less fortunate than ourselves. | _____ |
| _____ | 5. What happens in other countries is not our concern. | _____ |
| _____ | 6. I am my brother's keeper. | _____ |
| _____ | 7. Children should have the right to go to feel safe, go to school, and have enough to eat no matter where they live | _____ |
| _____ | 8. One person can change the world. | _____ |
| _____ | 9. If a person knows the right thing to do and doesn't do it, he/she is breaking a moral law. | _____ |
| _____ | 10. If we stand up to bullies, they will stop abusing others. | _____ |

VOCABULARY BUILDING

Find each word in the story. Read the sentence in which it is used. Using a dictionary, write the definition of the word as it is used in the story. Use the word in a new sentence which reflects the same meaning.

Chapters 1 - 5

1. oratory (p. 7)
2. capitulated (p. 10)
3. protested (p. 11)
4. amnesty (p. 15)
5. plight (p. 22)
6. indignant (p. 23)
7. humiliated (p. 24)
8. fundamental (p. 28)
9. engage (p. 28)
10. democracy (p. 28)
11. raved (p. 29))
12. mutual (p. 29)
13. minion (p. 30)
14. contagious (p. 33)
15. reluctantly (p. 36)

Chapters 6 – 10

1. barreling (p. 37)
2. lurched (p. 37)
3. exertion (p. 37)
4. campaign (p. 38)
5. dispelled (p. 42)
6. ventured (p. 42)
7. lurking (p. 44)
8. Neanderthal (p. 44)
9. optimistic (p. 45)
10. semester (p. 45)
11. target (p. 46)
12. alternative (p. 47)
13. contortions (p. 51)
14. advance (p. 53)
15. summon (p. 59)

Chapters 11 – 15

1. vague (p. 69)
2. concrete (p. 69)
3. trance (p. 87)
4. dejectedly (p. 71)
5. captors (p. 78)
6. ruthless (p. 78)
7. inflicted (p. 79)
8. traditional (p. 79)
9. rites (p. 79)
10. vacant (p. 80)
11. edge (p. 89)
12. aggravated (p. 90)
13. option (p. 95)
14. scheme (p. 97)
15. glowered (p. 99)

Chapters 16 – Epilogue

1. verge (p. 101)
2. sponsor (p. 102)
3. exceptional (p. 103)
4. asylum (p. 108)
5. transgressions (p. 109)
6. forlorn (p. 109)
7. offences (p. 109)
8. trek (p. 114)
9. tyrant (p. 115)
10. cassava (p. 115)
11. bogus (p. 120)
12. pathetic (p. 122)
13. fortuitous (p. 127)
14. tolerate (p. 129)
15. seized (p. 131)
16. petition (p. 134)
17. public awareness (p. 134)
18. martyr (p. 145)
19. lament (p. 149)
20. emphatically (p. 163)

CHARACTER ANALYSIS

Identify 3 character traits that Griffin exhibits at the beginning of the story and 3 he exhibits at the end. Give examples of what he says and does to support your choices. Include page numbers. Create a skit that demonstrates the 3 character traits you have selected. Have your audience “guess” the traits and support what they say by giving examples of what the characters say and do.

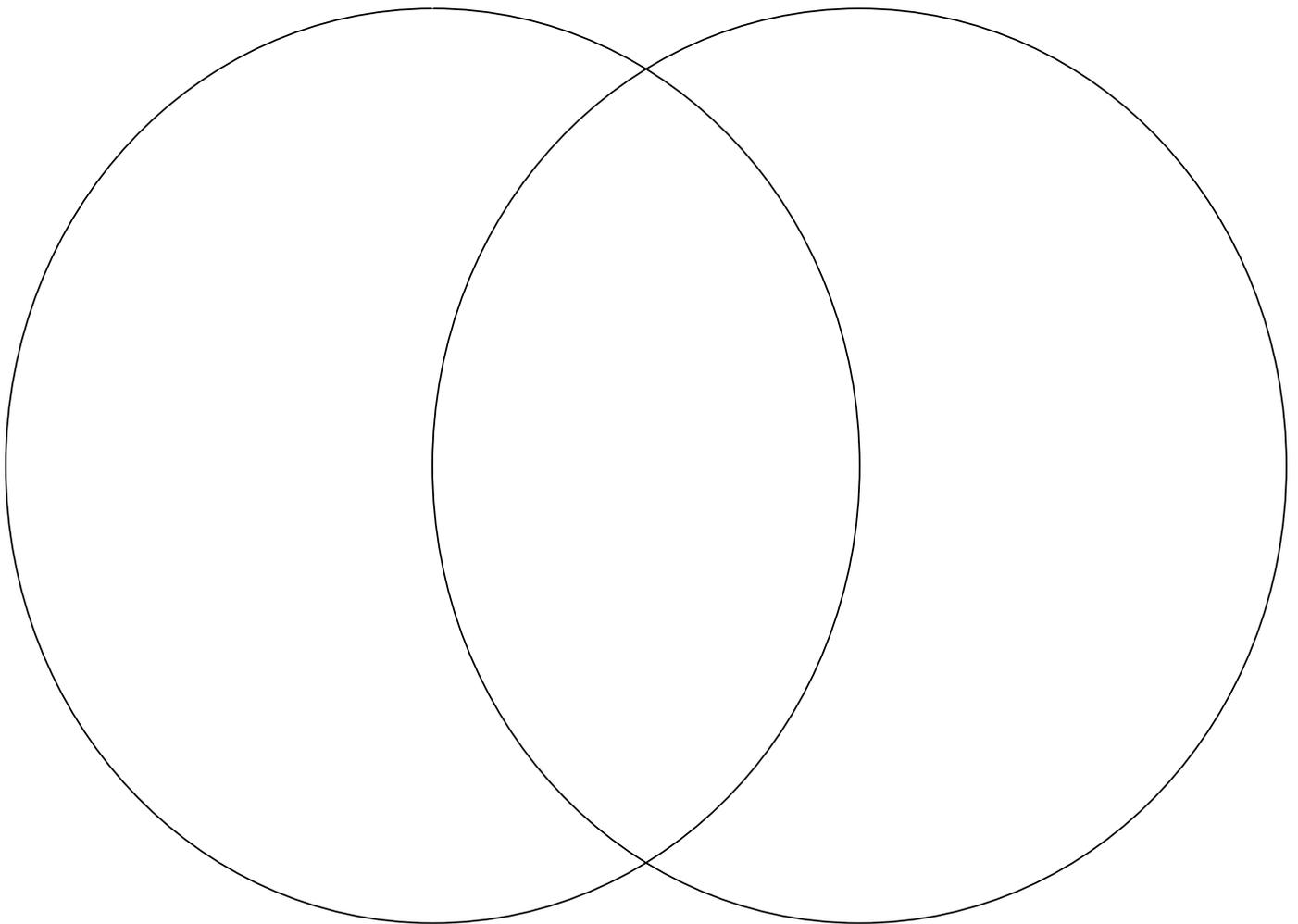
Character		
Trait	Trait	Trait
Said:	Said:	Said:
Did:	Did:	Did:

CHARACTER DEVELOPMENT – COMPARE AND CONTRAST

Using the Venn Diagram below, compare and contrast Griffin Maxwell's character at the beginning and end of the story. Explain how and why his character changed in a few paragraphs providing examples from the text to support your thinking.

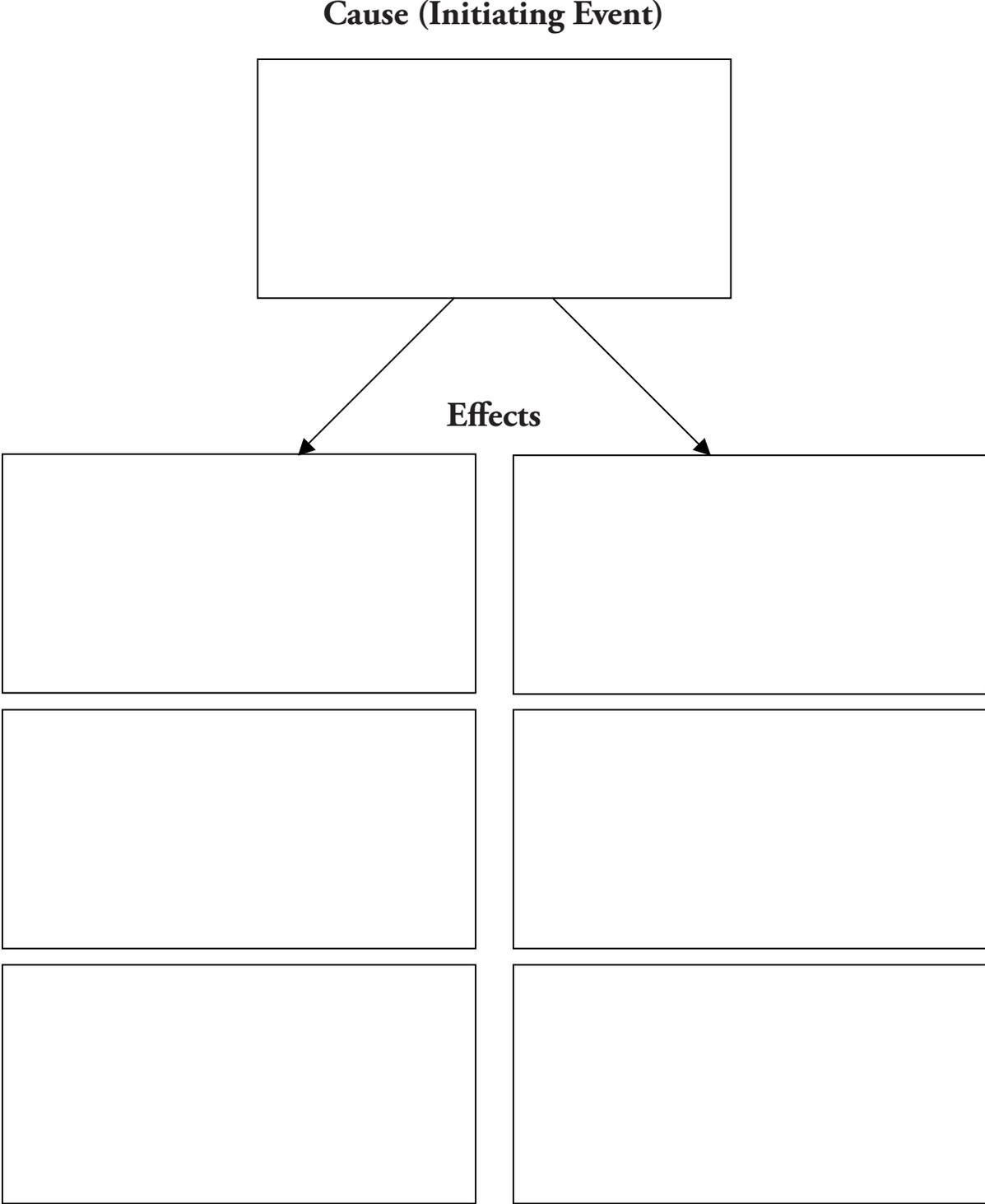
Griffin in the Beginning

Griffin at the End



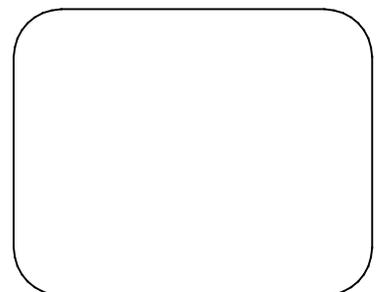
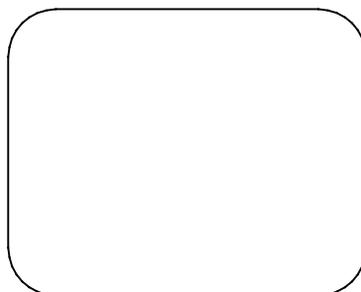
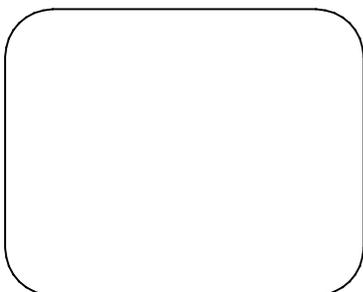
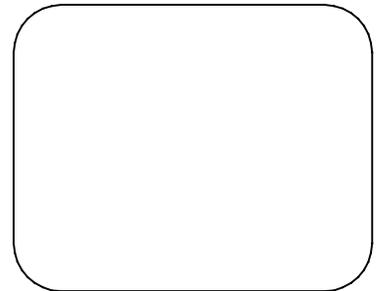
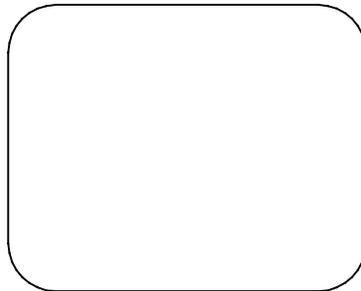
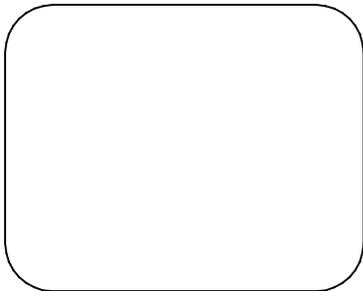
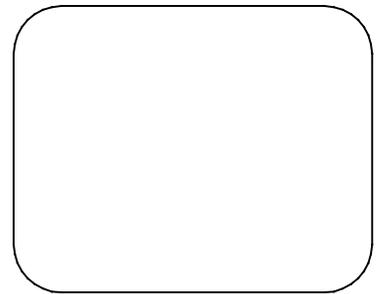
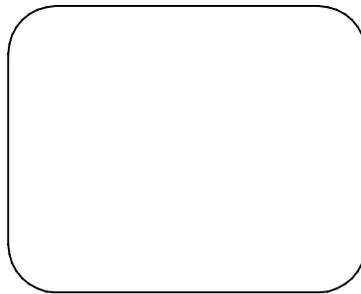
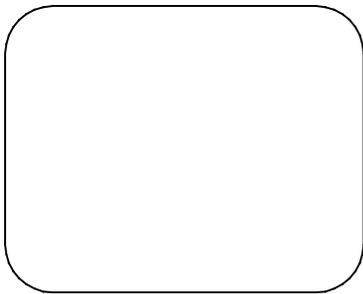
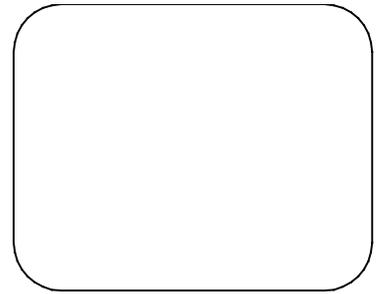
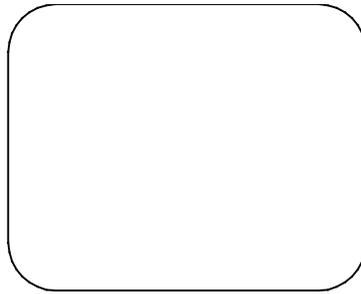
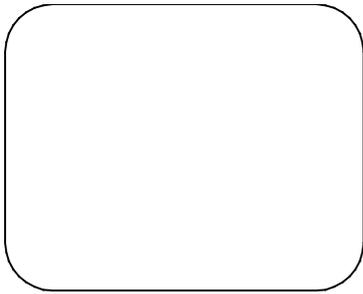
CAUSE AND EFFECT

Identify the Initiating Event in *Speechless*. Using the organizer below, demonstrate the effects this event had on the rest of the story.

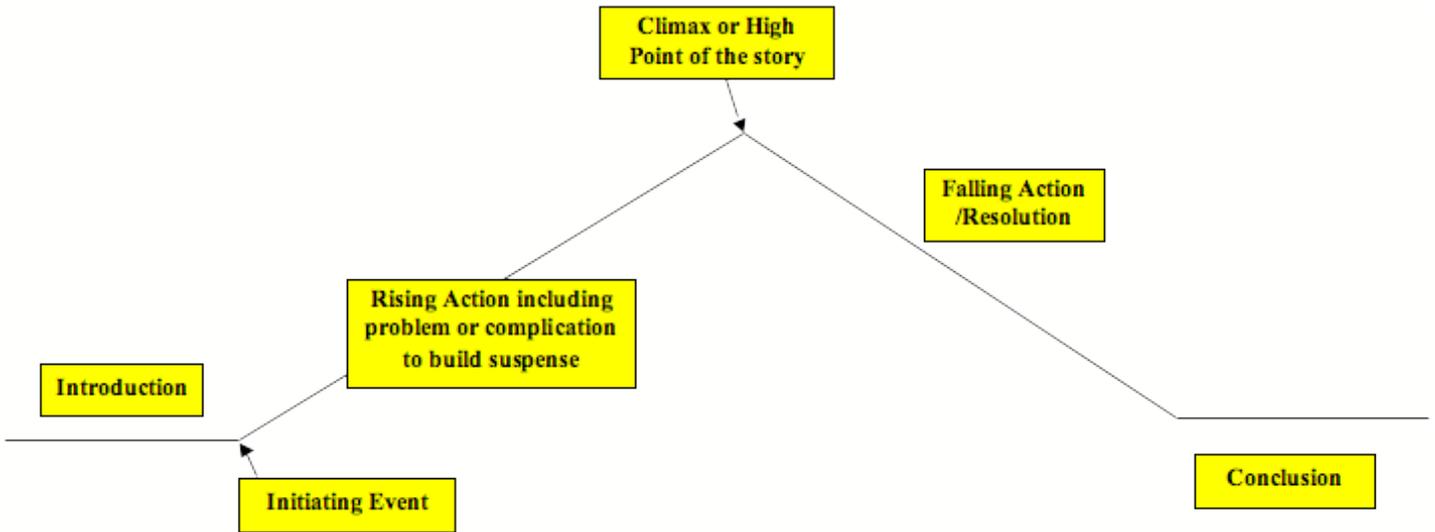


STORY SEQUENCE/PLOT DEVELOPMENT

Select the 12 most important events in the story. Create a storyboard of these events. Each frame should reflect key characters and events. Write an appropriate caption under each frame.

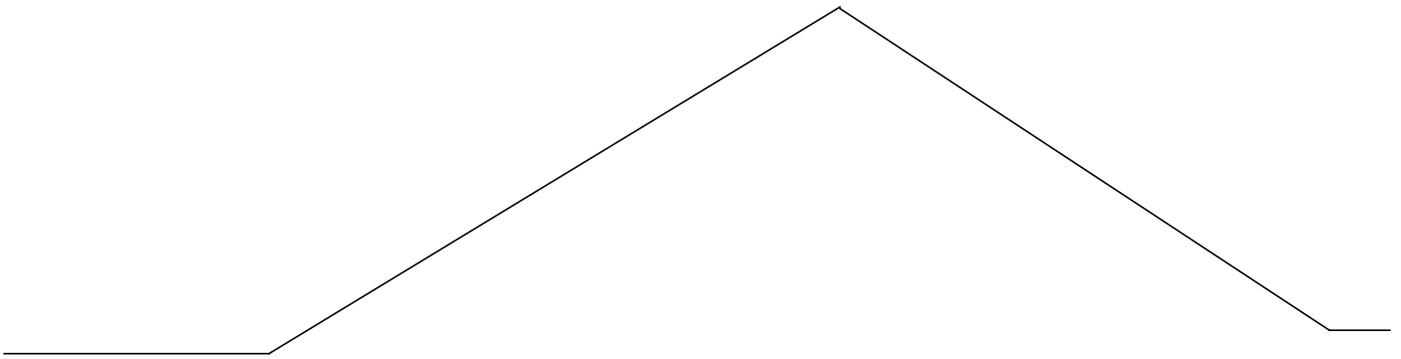


ACTION GRAPH



ACTION GRAPH/PLOT DEVELOPMENT

Record the events depicted in your storyboard on an action graph to show the development of the story.



POST-READING ACTIVITIES

- 1) Use the key events recorded on the story board or action graph to create a comic strip of *Speechless*. This may be done by computer using the Comic Life software.
- 2) Create a media work. With a partner, play the roles of a reporter and Griffin Maxwell. Develop interview questions and videotape your interview for the 6 o'clock news.
- 3) Review the features of a news article (*Just the Facts*, Toronto District School Board, 2003, pages 21-23, 35). Write an article for the *Toronto Star* newspaper about Griffin Maxwell's "protest of silence".
- 4) What advice would you give someone like Griffin who was terrified to give a speech in front of the class? (Refer to Griffin's failed speech attempt (p. 8 – 12) and his success (p. 165 – 166)) to help you. Compare and contrast the circumstances and motivating factors in each case. Outline the steps for making a good speech.
- 5) Outline the steps that Griffin followed to raise public awareness about the plight of child soldiers. Have a look at the following web site which is about a project against the use of children in wars: <http://www.redhandday.org/index.php?l=en&view=info>
- 6) Identify something in your school, community, or city that you would like to change. Decide what you could do. Develop a plan of action to achieve your goal.
- 7) Consider all the possible perspectives that exist on child soldiers or another issue that interests you. Choose a point of view and write a persuasive argument. Make a speech to convince your audience that your perspective is the correct one. (*First Steps Writing Resource Book*, Education Department of Western Australia. 1994, pages 129-132, 136, 138)
- 8) In small groups, build arguments for opposing viewpoints on a topic/issue of interest (school issue: rule against chewing gum, detention; world issue: child soldiers, protecting the environment, etc.) Conduct a debate with audience participation and someone to direct or facilitate the debate OR Create a Web Log @ www.blogger.com or a conference which may be used as a forum for discussion of your issue. Guidelines and expectations for your students need to be outlined on the web log or conference. These need to be modeled and discussed prior to having students post comments and responses.
- 9) A movie has been made about the book, *Speechless*. Design a movie poster to advertise it including who will star in the main roles, etc.
- 10) Following the Research Process as outlined in *Imagine the Learning* (Toronto District School Board, 2007). Develop a focus question and other questions to focus and direct your research on an issue or activist of interest to you. Use the information you gather to create a power point

presentation to inform your classmates about this topic. Include various perspectives on the topic, possible solutions, and what we can do to help. If you are researching an issue, include how the person became interested in the issue, what they accomplished, how they accomplished it and how it affected the rest of the world.

NOTE: This entire activity may be done online. Smart Ideas software (concept map) may be used to develop a focus question, and other questions to guide the research process, and record jot notes to answer the questions. All work may be posted on a Web Log along with a final written report (Guidelines for writing a report are outlined in *Imagine the Learning*, Toronto District School Board, 2007) OR the final presentation may be presented in Power Point form as suggested.

- 11) Choose your own cause for a “Protest of Silence”. Write a proposal of what you hope to accomplish by it, and outline your plan/procedure to achieve your goal. Present this to your principal. Go without speaking for an entire day as part of this plan. Document the following throughout the day:
 - Other ways to communicate what you would normally say.
 - Challenges you faced.
 - What you learned from not speaking for an entire day.
 - Propose alternatives to “not talking” that could be used to achieve the same goal.

APPENDIX

BLM - 1 ORGANIZATION AND FEATURES OF NARRATIVES

TITLE:

INTRODUCTION (HOW DOES THE AUTHOR GET THE READER'S ATTENTION AND MAKE HIM/HER WANT TO READ ON?)

SETTING

- TIME (WHEN DOES THE STORY OCCUR? HOW DOES THE AUTHOR SHOW THIS?)
- PLACE (WHERE DOES THE STORY TAKE PLACE? HOW DOES THE AUTHOR CREATE A MENTAL PICTURE FOR THE READER?)
- MOOD (WHAT IS THE MOOD THAT THE AUTHOR IS TRYING TO CREATE? HOW DOES HE/SHE ACCOMPLISH THIS?)

CHARACTERS

- PHYSICAL APPEARANCE (HOW DOES THE AUTHOR DESCRIBE EACH CHARACTER IN THE STORY?)
- PERSONALITY AND CHARACTER TRAITS (WHAT ARE THE CHARACTERS LIKE? HOW DO THEY SPEAK? WHAT DO THEY THINK? HOW DO THEY REACT TO AND INTERACT WITH OTHERS? WHAT DOES EACH CHARACTER SAY AND DO TO DEMONSTRATE THE CHARACTER TRAITS YOU HAVE IDENTIFIED?)

INITIATING EVENT (THE EVENT THAT GETS THE MAIN CHARACTER INVOLVED IN THE STORY. WITHOUT THIS EVENT, WE WOULDN'T HAVE A STORY.)

PROBLEM(S) (WHAT OBSTACLES DOES THE MAIN CHARACTER HAVE TO OVERCOME? THESE ARE THE EVENTS THAT CREATE EXCITEMENT AND BUILD SUSPENSE TO THE CLIMAX OR HIGH POINT OF THE STORY.)

RESOLUTION/SOLUTION(S) TO THE PROBLEM(S) (HOW DOES THE AUTHOR TIE UP THE LOOSE ENDS?)

CONCLUSION (MAY BE THE MORAL TO THE STORY)

NEWS ARTICLE CHECKLIST

- Title summarizes the theme/topic of the article.
- Lead sentence “hooks” the reader.
- Introduction presents most important information needed to understand the text.
- Body contains supporting details and additional information.
- Events are in chronological order using linking words to do with time to connect paragraphs.
- Usually written in simple past tense.
- Develops content to provide reader with relevant background information.
- Uses details and direct/indirect quotations to support the main idea.
- Conclusion summarizes the main idea or contains an evaluative statement.
- Answers the questions: Who, What , When, Where, Why, and How.
- Includes photographs/illustrations with captions to reinforce main idea.

REPORT WRITING CHECKLIST

- Report contains an introduction, body containing supporting paragraphs, and a conclusion.
- Introduction has focus statement which explains topic and is factual, accurate, and clear.
- Introduction clearly identifies topic, names subtopics, and may answer the 5W questions.
- Each supporting paragraph has a heading/subheading, topic sentence, relevant/supporting facts or examples, and a concluding sentence.
- Conclusion presents a summary or recommendation.
- Style of writing is formal and free from bias.
- Consistent use of present tense (lives, feeds, hibernates) and linking verbs (belongs to, is a, comes from).
- Use of generic terms such as mankind, species, etc.
- Uses appropriate language to compare, contrast, define, or classify
- Structure of the report is appropriate for the purpose for which it was written.
- Provides audience with factual, relevant, and accurate information to help them understand the topic/issue.

SELF-EVALUATION/METACOGNITION FOR ORAL COMMUNICATION, READING, OR WRITING ACTIVITIES

Complete this chart after each stage of the novel study. Once you have completed this, there will be an opportunity for peer, teacher, and full class discussions regarding the strategies you found helpful and how you might use these and others to improve as a listener, speaker, reader, and writer.

	Helpful Strategies	How I can use these to improve as a listener/speaker/reader/writer
Strategies I found helpful before listening/speaking/reading/writing:		
Strategies I found helpful during listening/speaking/reading/writing:		
Strategies I found helpful after listening/speaking/reading/writing:		

SELF-EVALUATION/METACOGNITION FOR UNDERSTANDING AND CREATING MEDIA TEXTS

Complete this chart after each stage of the novel study. Once you have completed this, there will be an opportunity for peer, teacher, and full class discussions regarding the strategies you found helpful and how you might use these and others to improve as a media viewer/listener/producer

	Helpful Strategies	How I can use these strategies to improve as a media viewer/listener/producer
Strategies I found useful in making sense of media texts:		
Strategies I found useful in creating media texts:		