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ABSTRACT

Part of the Oregon Elementary English Project, this unit focuses on variation in language. Consisting of fourteen individual lessons, the unit begins with a series of lessons whose purpose is to develop students' ability to recognize ways in which objects belonging to the same set may differ. These lessons serve as preparation for observing the kinds of differences that exist among dialects of the same language. The next few lessons observe natural differences in people that are accepted without any value judgments attached. This material directly leads to lessons in regional dialect differences in pronunciation, grammar, and vocabulary. The final group of lessons examine other reasons for speech differences (sex, occupation, age, and situation). The main theme for the unit is that all these factors contribute to language variety, which is natural and inevitable. Each lesson is accompanied by a statement of purpose, additional goals, content, preparation for the lesson, possible procedures, and suggested activities. (Demonstration tapes accompany lessons 3, 6, and 10.) (See CS 200 482-496 and CS 200 498-499 for related documents.) (HS)

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Variation in Language
Teacher

Language V

ED 075839

GENERAL INTRODUCTION

PURPOSE:

1. To make students aware that there is great variety in any language and that this variety is natural and inevitable.
2. To introduce students to some of the kinds of differences that exist in language.
3. To create in students an attitude of acceptance and understanding of the differences that exist in language.

BACKGROUND: Anyone who observes language in use among different people in different places and in different situations is aware that there is great variety within the same language. This variety is both natural and inevitable. It is closely related to another fact about language: language is constantly, though imperceptibly, changing. Thus, a language which is common to a group of people who break into two isolated groups will, over the course of several hundred years, exist in two different forms, each of which will be known as a dialect of the language. Every language exists in many different dialects and every speaker of a language speaks one of its dialects. People learn the dialect of the people they grow up around.

There is little or nothing anyone can do to stop the gradual evolution of language, nor to eradicate dialects. Nor does it seem desirable to do so. As far as language instruction in the elementary school is concerned, it seems more important to make students aware that variety exists and to develop their ability to recognize differences and develop a tolerance and understanding and appreciation of them.

OVERVIEW: The unit consists of 14 individual lessons. It begins with a series of lessons whose purpose is to develop the ability in students to recognize ways in which a set of objects belonging to the same set may differ. These lessons serve as preparation for observing the kinds of differences that exist among dialects of the same language.

After examining objects the material moves to natural differences in people that we accept without any value judgment attached. This material directly leads to lessons in regional dialect differences in pronunciation, vocabulary, and grammar. The main point made is that the speech community determines the speech of the individual so one's dialect may not be by personal choice.

Other reasons for speech differences are examined. Lessons in boy-girl, occupational, situational, and age differences are presented. Again, the main point is that all these factors present us with a language that has variety which is natural and inevitable.

CS 200497

Oregon Elementary
English Project
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Eugene, Oregon

ALIKE BUT DIFFERENT

PURPOSE: To provide background experience that will prepare the student to observe differences in language.

In fulfilling this purpose the student will:

1. Recognize differences that exist in pairs of very similar objects.
2. Identify and describe what the differences consist of.

BACKGROUND: We classify and order the parts of the world around us by noting how they are alike and how they differ. And even the parts of a set of very similar objects may differ in one way or another.

The small differences that exist in a member of a set of objects is what gives that object individuality. It would be a dull world if everything were the same. Often we are aware that differences exist without being able to say exactly what they consist of. For example, being able to pick your own car out of the hundreds of cars in a parking lot, many of which may look almost exactly like it, depends on your recognizing some slight differences which even you may not be aware of. Being able to keep identical twins apart is an example of the same thing. Learning to look for and isolate the differences is a skill which will be useful in thinking about the differences that exist among the various dialects of a language.

CONTENT: The lesson begins with some questions designed to make students think about some of the advantages of variety. It then proceeds to some pairs of very similar sketches. The members of each pair differ from each other in only one or two ways. The students are asked to notice the differences and describe them.

SUGGESTED PROCEDURE:

1. Discuss the first questions, either in a large group or in small groups as an attention getter. Try to get students to think of as many problems as possible in a world where everyone were exactly alike.
2. Have each student complete the lesson individually or in small groups and then evaluate the work.

SUPPLEMENTARY COMPOSITION ACTIVITIES

PURPOSE: To identify and describe differences that exist in pairs of very similar objects.

ADDITIONAL GOALS: To sharpen awareness in looking at objects.

CONTENT: Students are given a closed paper bag containing two very similar objects. Students are to describe their objects either orally or in written form.

PREPARATION FOR THE LESSON:

Materials - Class supply of paper bags

- Pairs of similar but slightly different objects

Examples:	paper clips	pencils
	pens	erasers
	scissors	candles
	types of paper	bottles
	cloth	types of tape
	keys	bottle caps or tops
	crayons	books (book and
	envelopes	magazine)
	brushes (hair,	combs
	scrub, etc.)	rulers
	coins	paint brushes

POSSIBLE PROCEDURES: In Lesson 1, students have been introduced to likenesses and differences of similar drawings. However, the drawings are not of familiar or even real objects. This activity involves real items children know.

1. You will need to decide whether you want to do this lesson orally or have it written. It is suggested that you first attempt the lesson orally, with a written follow-up.

Distribute bags containing pairs of similar objects and give students a few minutes to plan their presentation.

Should a child seem uncertain, the following general questions may help him plan what he wants to say.

1. Is there a difference in color?
2. How would you describe the size?
3. What are your objects made of?
4. What shape are your items?
5. Could you make a statement about weight?
6. How are your objects used?

2. Have children combine bags and work in pairs to list the similarities and differences of the two sets of objects.
3. Students could do this same exercise without naming the objects in the bag, but explaining their similarities and differences, and possible uses. At the conclusion of the presentation the other students would then try to guess what the objects are.

ALIKE BUT DIFFERENT

A. Can you picture in your mind what the world would be like if people were all the same? Shut your eyes and let your imagination go.

Would there be any problems? Could it be helpful? Do you think the world would be as interesting as it is now? Explain your answer.

B. Let's suppose that all cats looked like this:

How would you pick out your own cat?
In what ways are cats all alike?
What are some ways they are different?



C. See if you can tell exactly what the differences are between the two objects in each of the following pairs. Write your answers on a separate piece of paper. Check your answers with the answers along the right side of the paper.

A



B



Answers:

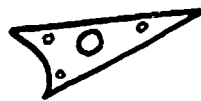
1. What does A have that B does not have?
2. What does B have that A does not have?

1. two ears
2. beard

C



D



3. The outside shape is different. You're very sharp if you noticed the dots aren't exactly the same distance apart.

3. How is C different from D?

E



F



4. The lines are darker or thicker in F.

4. How is E different from F?

G



H



5. The line goes up instead of down.

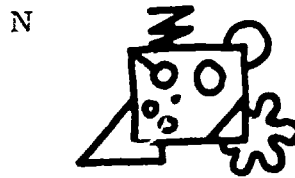
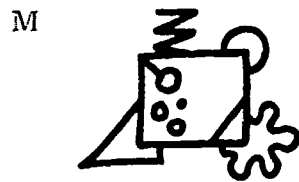
5. How is G different from H?



6. How is J different from I?



7. How is L different from K?



8. How is M different from N?



9. How is P different from O?



10. How is Q different from R?

6. One of the tail feathers is crooked and the beak is longer.

7. L is a closed curve. Or L has closed sides and K doesn't.

8. M has an extra circle in it.

9. P is drawn by curved lines.

10. Q is fatter and has curved lines inside it.

D. On a separate piece of paper draw two objects that are alike but yet different in some way. Be sure to write down on your paper how your objects are different. Ask a friend to check to see if he or she can tell the differences.

BOOK? WHICH BOOK?

PURPOSE: To recognize that the objects that make up a universal set (either abstract or concrete) are all unique or different.

In fulfilling this purpose the student will:

1. Utilize classroom objects to illustrate a general truth and thus prepare for the application of this truth to language variation.
2. Structure questions so only a yes or no answer can be given.
3. Develop an inter-personal relationship with fellow students
4. Isolate factors which make objects different.

BACKGROUND: When we classify objects as belonging to a set, we are recognizing similarities. When we distinguish one item in a set from another, we are recognizing differences. For instance the fifth grade students can easily recognize that all pens are not exactly alike and yet they all are pens (i. e. they have the qualities that make them a member of the set of pens.) In pinpointing the differences, it is useful to begin with fairly general characteristics and narrow to specific characteristics.

CONTENT: In this lesson students are asked to identify differences that exist between a set of common objects found in his own classroom--for example, between individual pens in a set of pens. After an introductory paragraph he is asked to select a common group of objects and describe how each differs from the other. Then he is asked to select one object which he will identify only by the general set name. His classmates will then try to identify the object specifically by asking questions that can be answered only by yes or no.

SUGGESTED PROCEDURE:

1. You may have to help some students understand the difference between a set of objects identified by its set (for example a pen) and one identified specifically by how it differs from all other members of the same set (for example a specific pen).
2. You may want to show students what is expected of them by demonstrating with some object yourself. You could begin with a specific object to clarify the questioning approach.

3. Have students work in pairs for Part A or in a large group.
4. Involve the whole class in Part B.
5. Introduce competition in B by timing how long it takes students to identify the specific object.

SUGGESTED INTRODUCTORY ACTIVITY:

It is suggested under procedure that you may have to help some students understand the difference between a set of objects identified by its set and one identified specifically by how it differs from all other members of the same set.

The following activity may be helpful as an introduction to this lesson.

1. Gather the pens of the students. Tell them that this is a set of pens. Have the students write how they are alike.
2. Have them select their own pen from the set of pens and write how they were able to pick out their own pen.

BOOK? WHICH BOOK?

Have you ever stopped to think about how many objects surround you everyday? Some of them are alike and some of them are different. Do you know that objects of the same kind often differ from each other in some way? Suppose we observe some objects in your classroom. Notice all the books, for instance.

1. How are all the books alike?
2. How do you tell one book from another?

When a group of objects are similar enough to be called by the same name we say they belong to the same set. Books all belong to the set of books. Within the set of books, however, there are smaller sets or subsets: small books, large books, fat books, skinny books, red books, brown books, and so on.

A. Look around your classroom and select a common object such as a book or pen. Find as many examples of the object as you can in your own classroom. On a separate sheet of paper write down the differences between two examples of the books, pens, or whatever object you picked. Label your paper in the following way.

Set of Objects _____

Differences between two members of the class you picked: _____

B. Select an example of a set of objects. Tell your classmates the name of the set, but don't tell anyone which specific member you have chosen. For instance you might say, "I'm thinking of a book." Have the other students in the class try to find out what specific book you have chosen by asking you questions that can only be answered with a yes or no. See how long it takes them to discover your specific object (example: Jim's math book).

WHAT CAN YOU HEAR?

PURPOSE:

1. To focus the attention of students on differences in the sounds we hear.
2. To provide practice in identifying similarities and differences in sets of common sounds.
3. To make students aware of the fact that variety in sounds is natural and inevitable.

BACKGROUND: The students have been observing objects with their eyes but have not utilized hearing in their observations. Since language is so dependent on sounds, there is a need to develop auditory perception in the students. Just as we can classify objects that we see according to their similarities, we can classify sounds according to the similarities we recognize in them. For instance, all sneezes do not sound alike. Nor do we expect them to. Variety here, as elsewhere in our world, is natural and inevitable.

CONTENT: This lesson consists of a three-part tape recording of familiar sounds. One part includes sneezes; the second has laughs; and the third has various words of greeting. Students will be asked to listen to the tape, identify the sounds, and try to describe how they are alike and how they are different.

SUGGESTED PROCEDURE:

1. Depending upon the availability of listening stations, you may either play the tape to the total group, or to small groups, or it may be heard individually.
2. Much interaction should be encouraged between students after the tape has been heard. The emphasis should be on sharing of opinions and discussion rather than on a single correct answer. Answers can vary and still be valid.
3. Use the questions in Parts B and C to help students think about what they have heard and to discuss it.
4. Some students may need further work in listening, either at listening stations or on an individual basis.

SUPPLEMENTARY COMPOSITION ACTIVITIES

PURPOSE:

1. To provide practice in interpreting familiar sounds.
2. To make students aware that a variety of interpretations can result from a common stimulus.

ADDITIONAL GOALS: To listen; to choose specific words

CONTENT: Students listen to a series of sounds and decide how they might be related in a story. After students have written their stories, the group of sounds is replayed while volunteers read their stories to the class.

BACKGROUND: Because individual backgrounds differ, responses will also differ. This writing activity is intended to show students that they can respond and not be right or wrong. Every response is accepted. Variety here, as elsewhere in our world, is natural and inevitable.

PREPARATION FOR THE LESSON:

Materials: Tape recorder

Tape of recorded groups of sounds

Examples. skid, crash, broken glass, cry
doorbell, tearing paper, laugh
chopping sound, thud, chatter (squirrel) tweets
buzz, slap, ouch
screech, honk, skid, yell
swoosh, thunk, cheer (as in baseball)

POSSIBLE PROCEDURES: Ask the students to listen carefully and imagine a situation in which the particular sequence of sounds might occur. Have them write a story about the sounds. Suggest they choose words that create specific visual and auditory images.

When students have finished writing, replay the group of sounds and let volunteer students read their stories.

SUGGESTED FOLLOW-UP: Students may want to write other stories and add sound effects to enhance them.

WHAT CAN YOU HEAR

There are many differences between things we can see. Even things that belong to the same set may be different in some ways from each other.

- Can sounds be grouped into sets?
- What are some groups or sets of sounds?
- Do you think all the sounds within a group are alike?

A. To find out, listen to the tape your teacher will play for you. Listen carefully for similarities (likenesses) and differences in the sounds. Copy the following on a sheet of paper before starting to listen, and then take notes on each sound you hear.

Part 1	Sound 1	_____
	Sound 2	_____
	Sound 3	_____
Part 2	Sound 1	_____
	Sound 2	_____
	Sound 3	_____
Part 3	Sound 1	_____
	Sound 2	_____
	Sound 3	_____

(Use more space on your paper for these notes.)

B. Make a chart like the following on a piece of paper and write down how each of the sounds were alike and how they were different. Check your own answers with those at the bottom of this page.

- Sounds in Part 1
Alike _____
Different _____
- Sounds in Part 2
Alike _____
Different _____
- Sounds in Part 3
Alike _____
Different _____

Possible Answers:

Part 1 Alike: all sneezes
 Different: sound

Part 2 Alike: all laughs
 Different: sound

Part 3 Alike: all greeting someone
 Different: sound, different words used

C. Try the following discussion starters with a friend or in a small group.

1. How are all the sounds alike?
2. What would it be like if we all sneezed in exactly the same way?
3. What would it be like if we all laughed in the same way?
4. Do you think it would be possible to have everyone sneeze and laugh in the same way?

Optional

1. Name some other groups of sounds in which the individual sounds are different. Explain what the variety in each one consists of.
2. For a week, practice listening to the sounds you hear around you. Notice how they are alike and how they are different.
3. With the help of your teacher, make a tape of some common kinds of sounds, such as dogs barking or people breathing. Play your tape to your class. Ask your friends to identify the kind of sounds and to describe how each one differs from the others.

PEOPLE ARE DIFFERENT

PURPOSE: To make students aware of some ways in which people differ.

In fulfilling this purpose the students will:

1. Come to understand that differences between people are natural
2. Think about some reasons for differences
3. Relate factors of the environment with differences in dress.

BACKGROUND: The world is made up of unique individuals. Although we are all alike--we are humans--we are also all different. There are differences between peoples in different cultures, but even within the same culture, or the same country, there are differences between peoples and individuals. Some of these differences we accept. We don't expect people to look alike. But often we find other differences strange and are inclined to judge adversely people who have different social customs, different viewpoints, and even different varieties of language. Yet such differences are natural and largely inevitable, the result of the people we grow up with and with whom we regularly associate. And as a matter of fact, such differences add interest and variety to the world we live in.

CONTENT: This lesson consists of a set of pictures of people who live in different parts of the country. Students are asked to identify some of the differences they can observe between the people in the pictures and then to think about some reasons for the differences. They are then asked to observe some differences between themselves and friends and to think about the fact that such differences are natural and inevitable.

SUGGESTED PROCEDURE:

1. Each student has two sets of pictures of children from various parts of the United States, which indicate differences in dress and appearance. For your information Set A consists of boys from Seattle, Texas, and Alaska. Set B consists of girls from Alaska, Hollywood, and Hawaii.
2. After students have looked at the pictures, discuss with them, either in a large group or in several small groups, questions 1, 2, 3, and 4 of Part A. Point out in question 2 the fact that the igloo is not the main type of habitation for all Alaskans, although we usually associate igloos with Eskimos.
3. Have students divide in pairs for the first activity in Part B and then discuss number 2 in a group.

SUPPLEMENTARY COMPOSITION ACTIVITIES

PURPOSE:

1. To make students aware of some ways in which people differ.
2. To understand that differences between people are natural.

RESUME: Students list differences about people from pictures. This is followed by generalizing why differences exist. Students complete a writing exercise on the individual differences of people. An art project is optional.

PREPARATION FOR THE LESSON: Have students bring pictures of people from old magazines. A large selection is necessary for the lesson.

TEACHING THE ACTIVITY: Two ways are suggested for teaching this activity:

1. Place the pictures around the front of the room so that they are visible to all students. As a group, list the differences students see among the people (age, race, clothes, jobs, size, etc.).
2. Divide students into small groups and have each group take several pictures to compare differences in people.

The following suggested questions, following your choice of presentation, will help to draw together reasons for differences:

1. What are some conditions that cause differences?
2. What are some differences caused strictly by where people live?
By what people do?
3. What are some differences caused by heredity? (Be sure the class understands this word.)
4. What, to you, is the most important cause of differences between people? Why?
5. Why are people different?

Choose a few particularly good character pictures and ask students to write all they can about one. Look for visual clues in the picture to suggest information about the person(s).

ART PROJECT: (Optional) Take magazine pictures of people and cut them in half vertically. Put these half-pictures on a piece of art paper. Have students complete the other half. This art activity draws attention to detail about people.

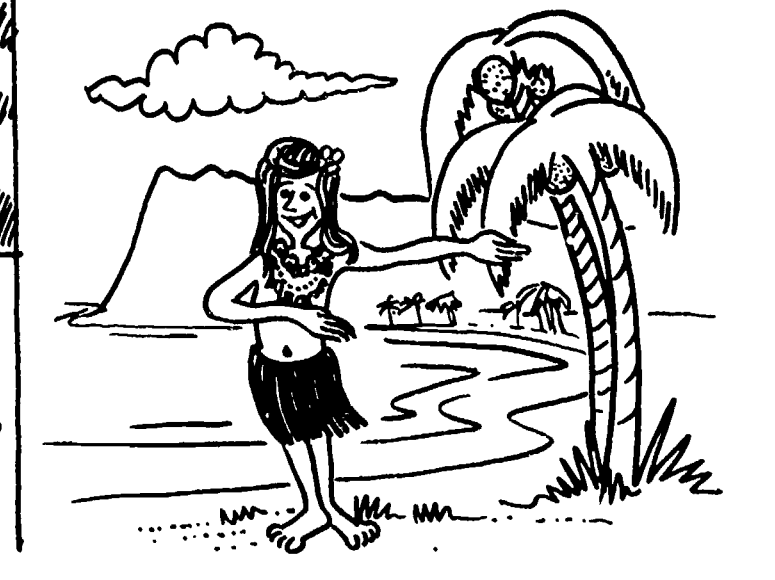
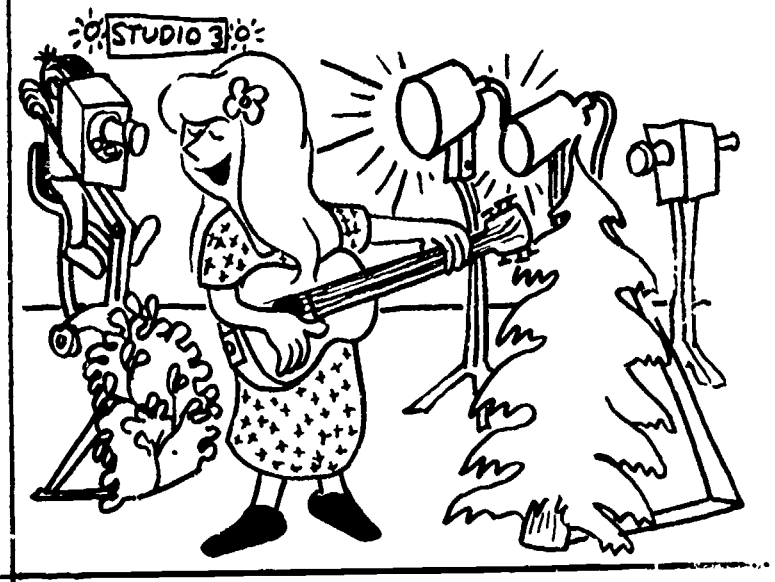
PEOPLE ARE DIFFERENT

Directions: In a small group (4 to 6 students) complete this activity. If a question is asked, then discuss all the answers and not just your own. Be sure to appoint a recorder to keep track of your answers. Keep your notes on a separate piece of paper.

- A. Examine the pictures in Set A or in Set B. Discuss how the people in the pictures are different.
1. In what ways are they different?
 2. Could you tell in what part of the United States the people lived? What clues gave you this information? Are all the clues accurate?
 3. Name some differences that people from another part of the country would have that these pictures don't show.
 4. What are some reasons people from different parts of the country are different?
- B.
1. Pick a friend and list as many personal differences as you can between the two of you.
 2. Is it possible to find someone exactly like you? Explain your answer.

Set A

Set B



WHAT IS A DIALECT?

PURPOSE: To reinforce that differences in speech are natural differences between people.

In fulfilling this purpose the student will:

1. Be introduced to the phrases speech communities and dialect
2. Be guided to the idea that differences are not necessarily right or wrong
3. Begin to think about some of the ways language differs and some reasons for the differences.

BACKGROUND: People who live in the same area and speak the same variety of language are said to live in the same speech community and to speak the same dialect. (See Introduction to this unit.) It is inevitable that people in various regions will vary somewhat from people living in different areas. It is the intent of this curriculum to make students aware of some of these differences, some of the kinds of differences there are, and some of the reasons for them in order to encourage an attitude of appreciation and understanding rather than prejudice about such differences.

CONTENT: This lesson consists of a short essay which sums up some of the facts about natural differences which students have discovered in earlier lessons, and then projects these facts to a consideration of differences in speech habits. It is, therefore, both a summary of what has gone before and a motivation for what will follow in lessons which deal specifically with variation in speech.

SUGGESTED PROCEDURE:

1. For motivation you might ask students after they read the title, to write some questions which they think the essay may answer.
2. Have students as a group read the essay at their own rate.
3. For students with reading difficulties, you might ask an able reader to read the essay aloud, either as a first or as a second reading.
4. After the reading has been completed, discuss the ideas found in it and some of the questions suggested by students. The following questions might direct the discussion:

- a. What are some of the ways people in your own room differ?
- b. What is a dialect? A speech community? What do they have to do with each other?
- c. Is it possible for all people to speak alike?
- d. What do you think are some of the ways in which speech differs?
- e. Do you think you have a dialect? Explain your answer.
- f. Does the author of the essay think that dialects are funny? Does he use facts or opinions to convince you?

WHAT IS A DIALECT?

Directions: Read the following and be ready to discuss it:

Differences AND DIALECTS

When you heard the sounds of people laughing, I am sure you didn't say to yourself that one sound was wrong and another was right. Just as the books in your room don't have a "correct" color, neither did the laughs you heard have a "correct" sound.

You accepted differences in sounds as natural. If you looked around your room, you would discover many differences about your classmates that are also very natural. One important natural difference is in their speech. There are many ways in which the speech of one person can differ from that of another, and there are many reasons for such differences. One reason is that people come from different parts of the country.

If you lived in New England, you would not have the speech habits of a boy from Texas. You would have the habits of your New England speech community. People who live close together and communicate all the time with each other learn the same kind of speech habits or patterns. We say these people speak the same dialect. This does not mean their speech is funny or wrong. It simply means it has certain characteristics which make it different from the speech of some other group of people who speak a different dialect.

You are going to discover not only something about your own dialect, but some ways in which dialects differ from each other.

THIS IS A SUMMARY QUIZ FOR LESSONS 1-5.
USE AT YOUR DISCRETION.

SUGGESTED PROCEDURE:

1. Ditto the quiz and let each student complete it by himself or in small groups.
2. After students have completed the quiz, have them make up their own quiz for the material covered.

CONTENT:

QUICK QUIZ

Put a + for true and a 0 for false.

1. All cats are exactly alike.
2. Objects such as straws can differ from all others only in shape.
3. Pencils can differ only in color.
4. There is no variety in sneezes.
5. Where a person lives affects the way he dresses.

Answer the following in complete sentences:

1. Where do we get our speech habits?
2. Is there a "correct" way of greeting a friend? Explain your answer.
3. Do you think all people should eat the same food? Explain your answer.

DO WE SOUND ALIKE?

PURPOSE: To help students hear differences in pronunciation.

In fulfilling this purpose the student will:

1. Identify some regional differences in pronunciation
2. Have an opportunity to compare his own dialect with a dialect found on the tape
3. Evaluate through group discussion his feelings about dialects.

BACKGROUND: One of the most obvious ways in which dialects differ from each other is in pronunciation. Often such differences are regional in nature. The pronunciation of a person from another region may seem strange to us. What we don't realize is that our pronunciation may seem just as strange to him. Some variation in pronunciation may be quite consistent within a dialect area. For instance, in New England /r/ before consonants and at the end of words is usually dropped. New Englanders say cah for car and pahk for park. In New York people in some speech communities consistently pronounce /d/ for the beginning sound in this and there and other words beginning with th. Some variations in pronunciation may not represent a consistent variation in a given sound but isolated variations in the pronunciation of certain words and phrases. For instance Northern dialects usually pronounce greasy with an s sound whereas in Southern dialects it is pronounced with a z sound. In some regions people pronounce Mary, merry, and marry alike. In others they are pronounced with three different vowel sounds.

It is hard for amateurs to identify specifically what variation in pronunciation consists of, but most people know whether or not a word is pronounced as they pronounce it, or in a different way. Children will be aware of differences in pronunciation in dialects they hear without being able to say specifically what the difference consists of.

CONTENT: In this lesson students will be hearing dialects from New England, Brooklyn, North Carolina, Illinois, and Oregon. Since the dialects of the speakers represent wide diversity in some cases, the students will be able to identify some differences in dialect.

After hearing these dialect differences, students will discuss whether we should all walk the same and dress the same. The final discussion point is of course if we should all talk the same.

Following are the key words that you should ask your students to listen for when you play the American dialect tape for them. The text of the tape, in fact, has been written especially so as to work these words in. The words contain sounds which reveal most clearly the key differences in pronunciation among various American regional dialects.

caller	logs	not	empty	any
collar	dog	on	can	many
park	father	last	very	Mary
car	water	lost	out	marry
lot	food	house	sorry	merry
character	spoon	sore	door	
greasy	washed	paw	hungry	
mangy	years	fireplace	day(s)	

DO WE SOUND ALIKE?

A. You will be hearing a recording that has many dialects on it. The speakers are from speech communities across the United States. As you listen to the recording:

1. Listen to hear any differences in the pronunciation of words.
2. Write down any words that you might pronounce differently.
3. Compare the way you speak with one of the dialects you hear. Perhaps your own dialect or one close to yours will be on the tape.

B. In a small or large discussion group discuss the following:

1. Do you all walk the same? Should you?
2. Do you all dress the same? Should you?
3. Did all the people on the recording talk the same? Should they?
4. Think of problems that would come up if all the people talked the same. What are some?

OPTIONAL ACTIVITIES:

Activity 1 - In a small group select a discussion leader. As he says a number, look at that numbered list and say the words to yourself. If they all rhyme, then raise your hand. If you all don't agree, then you have language variation within your group.

1	2	3	4	5
cot	merry	dog	creek	tiger
caught	Mary	log	brick	dagger
lot	marry	hog	leak	
			creak	
			crick	

Activity 2 - Write a short play or story by using dialects. Your re-spellings will only be an attempt to show pronunciation, but you may have fun doing this.

Activity 3 - In a small group select a dialect, do research on the region, then hold a panel discussion about the regional dialect. Ask your teacher if you can listen to the tape of that dialect again.

SUGGESTED PROCEDURE:

1. Review the idea of the differences that we all have, especially speech.
2. Ask students to discuss or imitate dialects they've heard before listening to the tape.
3. Play one dialect to the total group and then hold a short discussion of it. Repeat the process for the entire tape.
4. Play the tape completely and then ask the students to recall any salient points. Replay the tape to see if the students can hear more than they did the first time. Develop specific points for listening such as substantiating a word or phrase or pronunciation they thought they heard.
5. Have the students complete activity B. You might want them to write their answers individually before the discussion.
6. Some optional activities are provided for the student at the end of the student material. If you feel that activity 1 of the optional activities would be valuable for the whole class, then either list the words on the chalkboard or on an overhead projector. Follow the same procedure as on the student sheet.

BUCKET OR PAIL?

PURPOSE: To identify vocabulary differences caused by dialects.

BACKGROUND: Another way in which dialects differ is in vocabulary. Many factors contribute to this variation. One is the region in which one grows up. Regional differences are the result of what people settled the region and where they came from as well as the vocabulary they brought with them. Some other factors that contribute to vocabulary variation are age, occupation, affiliation with special groups, one's education, and one's sex. Examples of regional variation are found in pail versus bucket, turnpike versus freeway, etc. Special vocabulary peculiar to an occupation also accounts for some differences. For example "syllabus" is a term used frequently by teachers but probably not often by anyone else.

CONTENT: Activity 1 consists of a boy-oriented and a girl-oriented story. The students are to decide which story to read and then to examine the underlined words in the story to decide if they use the same word or a different one. Many of the words are in Southern dialect.

Activity 2 visually presents objects which have different names according to the region. Each student is to name the object. Then the group will discuss if there were any vocabulary differences within the class. You might want to tell them about other names for the objects that they do not mention. These are listed below.

SUGGESTED PROCEDURE:

1. Read the story once to the class. (Either story will do.) Then reread it but let the students fill in the underlined word from memory.
2. The class could read the stories individually and then complete the activity. A small or large group discussion could be held regarding the results. When differences come up, be sure to identify if the reason is due to regional dialect. Note: Be sure to center on the idea that vocabulary differences are as natural as regional dress discussed in Lesson 4.
3. An oral reading of the selection could be done with the students before completing Activity A. Students may enjoy reading the selections aloud, thus adding their own interpretation of the dialect.
4. Activity B should be completed individually with a group discussion following. Possible names for the pictures are:
 1. creper, fryer, frying pan, fry pan, skillet, spider
 2. eaves, eaves spouts, gutter, rain troughs, spouts, water gutter

3. chipmunk, grinnie, ground squirrel
4. bag, poke, sack, tote
5. darning needle, dragon fly, Devil's darning needle, ear-sliver, mosquito hawk, sewing needle, snake doctor, snake feeder, sewing bug

BUCKET OR PAIL?

You have been listening to pronunciation differences in dialect. You may already know that dialect can also differ by the choice of the words we use. We don't all use the same word for the same idea.

Activity 1 - Directions: Read either Part A or Part B and answer the questions to the part you read. Compare your answers with those of a friend. As you read the story ask yourself if you can tell which part of the United States the speaker lives in.

PART A

"Feeling Lonely"

There I was, lost in the woods, at night and alone. The darkness seemed to grip at me like a steel hand. The night air hung heavily like an evil force, searching, surrounding, and capturing me with the spell of loneliness. Boy, did I have the all overs.

But as I looked around, I could see my friends, the lightning bugs and polecats. Many was the time, even though ma didn't want me to, I would bring the polecats home. Most of the time they were thirsty, so I would get a bucket and fill it with water from the spigot.

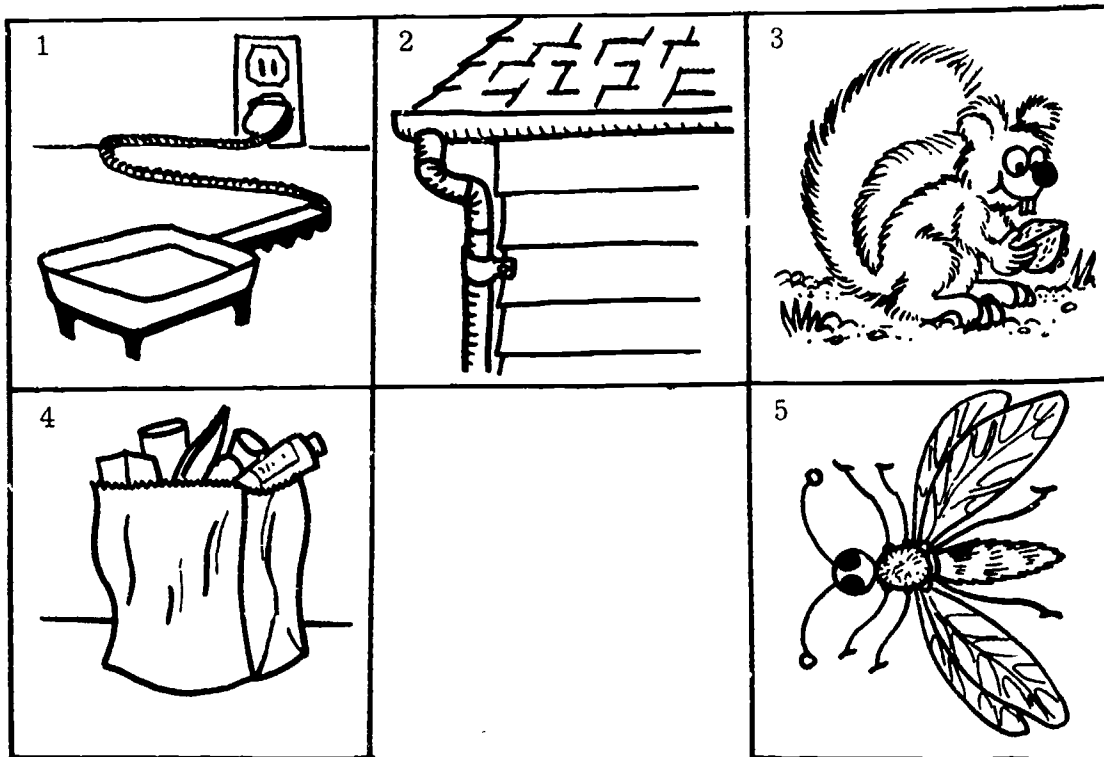
But I'm not home now. Oh, I wish I were--Am I going to take sick? Why do I feel so dizzy? Perhaps if I eat something--Lucky for me I packed some cornpone, snap beans, and clabber curds, so I have some food. But what happens after I eat?

Directions: You may use different words for the underlined words in the story above. These words are listed below together with other words which are used in place of them. On a piece of paper:

1. number from 1 to 9.
2. Write the word you would use.
3. If you would use some other word not listed, then write that word in.

- | | | |
|-------------------|----------------|-------------|
| 1. all overs | creeps | scared |
| 2. lightning bugs | fireflies | glow |
| 3. polecat | skunk | wood pussy |
| 4. bucket | pail | |
| 5. spigot | faucet | tap |
| 6. take sick | become ill | get sick |
| 7. cornpone | cornbread | johnny cake |
| 8. clabber curds | cottage cheese | curds |
| 9. snap beans | string beans | snaps |

Activity 2 - On a separate piece of paper number from 1 to 5. Write down what you would call the following objects:



OPTIONAL:

1. Keep a notebook of vocabulary differences heard by you either at home or other places.

PART B

"Picked on"

Carol and I were ordered to ridd up our rooms. Mom always picks on us, but never on the boys. If she takes sick, we have to take care of her. If she needs a drink of water, we have to go to the spigot for the water. If she needs a turn of wood, we have to get it. Over and over it's the same story. Why doesn't she pick on the boys? They have all the fun, chasing lightning bugs and polecats, playing their mouth harps, and scriben on the barn wall. Maybe, just maybe, we'll take sick so the boys will have to wait on us.

Directions: You may use different words for the underlined words in the story above. These words are listed below together with other words which are used in place of them. On a piece of paper:

1. Number from 1 to 8.
2. Write the word you would use.
3. If you would use some other word not listed, then write that word in.

- | | | |
|-------------------|------------------|------------|
| 1. ridd up | straighten up | clean up |
| 2. take sick | get sick | become ill |
| 3. spigot | faucet | tap |
| 4. turn of wood | arm load of wood | |
| 5. lightning bugs | fireflies | fire bug |
| 6. polecat | skunk | wood pussy |
| 7. mouth harp | french harp | harmonica |
| 8. scriben | writing | |

IT IS I OR IT IS ME?

PURPOSE: To make students aware of the fact that differences in grammatical form are still another way in which dialects vary.

In fulfilling this purpose the student will:

1. Learn the meaning of dialectology and field worker as it applies to dialectology
2. Gather data
3. Assimilate data
4. Generalize from data
5. Identify the difference between a general and a specific statement.

BACKGROUND: Dialects differ not only in pronunciation and vocabulary, but also in ways that involve grammar, that is in the actual rules of sentence formation. For instance, in some parts of the country people say "I dove" whereas in other parts they say "I dived". Some people always say "I have two pair of shoes"; others say "two pairs of shoes". Some day "It looks as if it will rain;" others say "It looks like it will rain." Many of these differences are found among people who speak standard English. They represent usage choices that speakers have available to them. Some grammatical forms are characteristic of non-standard speakers, such as using "div" for the past tense of dive.

Some of the kinds of grammatical variation involve past and past participle forms of verbs, variety in the use of prepositions, in the use of pronouns (It is I/It is me), agreement between subject and verb and pronouns and antecedents. Often such variations represent a whole different set of internalized rules. In such cases it is obviously useless to attempt to change a single form by edict. But even among speakers of the same dialect variation in grammatical forms will show up, simply the result of disputed usages, that is usages that vary and about which people don't necessarily agree.

The purpose of this lesson is not to label any particular choice as standard or nonstandard. Rather it is to make students aware of the fact that there are such differences among speakers of English and that variation in the way people form sentences (grammatical variation) is another dimension in the variety of dialects. This knowledge can be useful at a later time when it becomes important to distinguish between the appropriateness of one form over another. First we must build an awareness that such variety exists and that it is natural and inevitable.

CONTENT: The student has an opportunity through this lesson to make some first hand observations of the variation that exists in grammatical constructions. He will do this by making an actual survey of how a selected list of items is used by some people in his own school. Even though the survey is limited it affords the student the chance of proceeding as the dialectologist would in order to discover generalizations about grammatical differences. To aid the student in making generalizations about his data, an exercise in making generalizations is given.

SUGGESTED PROCEDURE:

1. Write the word dialectology on the chalkboard. Have the students break the word down into its root word and suffix, and then try to explain what they think it means. You may need to tell them what the suffix means, or have them discover it for themselves by analogy with other words or by going to the dictionary.
2. Discuss the term field worker. Begin by asking what students think the term means. If they say "a person who works in a field" point out that their built-in knowledge helped them know this and that a whole sentence was hidden in the term "field worker." Then have the students discuss what kinds of fields there are and lead them to realize that various kinds of subject matter are also fields.
3. Have students read the introduction to find out what they are going to do.
4. Arrange with other teachers ahead of time for your students to take the survey in their classes.
5. On completing the survey the students will want to share their experiences, so allow some class time for this.
6. Tabulate the results on the board.
7. Either in small groups or in a large group discuss Part C after they have completed Part B.

IT IS I OR IT IS ME?

You have found some ways in which your dialect differs from people who live in other parts of the country. You pronounce some words differently and you use some different words.

People who spend their time discovering differences in dialects are said to study dialectology. In this lesson you are going to be an amateur field worker in dialectology. You are going to try to find another way in which people differ in the way they use their language.

A. Below is a list of sentences with blanks and a table which lists possible choices for filling in the blanks. This particular set of sentences is called a checklist. You will use it to survey two students in your school to find out which choices among those given they prefer to use. Your teacher will tell you what students to interview.

Here is how you do it. Read each sentence leaving the space to be filled in. Ask each student which of the choices he would put in the space. Then tally his response in the column beside the choice he made. When you are through, you and the other students in your class will put your results together to see what variation there is in the use of these items in your school.

COPY THIS CHECKLIST ON A SEPARATE PIECE OF PAPER.

Checklist

Directions: Read the sentences to the students and then mark their response. W stands for word and R stands for response.

Sentences	W	R	W	R	W	R	W	R
1. It's half _____ six.	past		after					
2. It's coming right _____ you.	at		towards		toward			
3. I wonder what he died _____.	of		with		from		for	
4. I have two _____ of shoes.	pair		pairs					
5. It wasn't _____.	me		I					
6. Bill is _____ hospital.	in		in the					
7. Do you have _____?	the mumps		mumps					
8. He has two _____ of butter.	pounds		pound					

	W	R	W	R
9. We had four ____ of snow.	foot		feet	
10. This is not ____ long as that one.	as		so	
11. I ____ bring cookies.	might		might could	
12. The cat ____ in the well.	drowned		drownded	

B. You have all collected some specific information about how people in your school use language. Such information is called data. You are going to put the information or data together to see what it tells us. That is you are going to try to make some general statements--or generalizations--about it.

To make a generalization we look at some facts, or data, and draw a conclusion about what the facts tell us. The following questions will give you some practice in looking at facts and making generalizations about them.

Directions: Read the following and see if you can state the generalization on a separate piece of paper. The first one is done for you.

1. Data: On a cold day I observed 22 people wearing green coats, 2 wearing red coats and 3 wearing sweaters.

Generalization: Most people prefer coats on a cold day. (Could you make another generalization from the facts given?)

2. Data: I observed 15 dogs that had 4 legs.

3. Data: On a recent survey Janice and Laura found that 27 first grade students liked fairy tale stories. Only 5 students didn't like them.

4. Data: 23 boys were asked if they liked candy. 22 said yes and 1 said no.

5. Data: We observed 276 birds flying in the sky.

C. What could be some data for the generalization that most fish like worms?

D. Now from your checklist about how the people in your school use language examine your own data. Consider the following:

1. Which choice was chosen most often for each blank?
2. What kinds of differences did you discover?
3. Were these differences in pronunciation?
4. What does this survey tell you about a kind of difference that exists in language?

ARE YOU SHOWING YOUR AGE?

PURPOSE: To recognize age differences in vocabulary which demonstrate language has variety.

In fulfilling this purpose the student will:

1. Identify differences in the meanings of words that different age groups use
2. Recognize the age of voices played on a tape
3. Associate groups of words with an age group.

BACKGROUND: Another dimension in differences in vocabularies is that of age. Older people continue to use terms that may no longer be "popular" in the language whereas young people tend to pick up quickly any new slang word or colloquialism that is going around and often discard it as quickly. Older people know some words the younger generation do not and vice versa. An example of an item that differs depending on the age of a person is icebox. This term is used more by older people whereas it is seldom used by the younger ones.

There are to be sure other factors than vocabulary that make the difference in speech between people of different age groups. Tone of voice is an obvious one.

CONTENT: Because age differences in speech affect not only vocabulary, but also tone, the students will begin the lesson with a tape recording of voices ranging in age from young to old. After noting these differences the students will take a close look at vocabulary. They will decide what age group is more apt to use various words.

SUGGESTED PROCEDURE:

1. Since the first part of the lesson is a review, you might ask the students what kinds of variety in language they have studied. This discussion should set some reading purposes for the short student essay.
2. You might have to clarify the meaning of speech community.
3. Play the tape on different ages. Allow time for the students to write down their inferences about each speaker. Hold a short discussion after playing the tape either in small or large groups regarding what they observed and inferred.
4. Activity B should be given as a two to three day assignment.

5. Writing the answers to questions 1 through 7 in Activity C and then holding a discussion (either small or large group) for evaluation purposes seems the most appropriate procedure to follow for this part of the lesson. Question 7 is by all means the most important as it centers on the fact that since the speech community (or segments thereof) in large part determine word choice, these vocabulary differences are natural to the age group.

6. The optional activities work with the use of slang. After some students have compiled some lists either from exercises 1 or 2, display them or write some of the words on the board, not with the idea of presenting a formal lesson, but with the idea of provoking interest. Three headings could be: Words that Were, Words that Are, and Words that Will Be.

ARE YOU SHOWING YOUR AGE?

So far you have studied regional speech differences. Do people speak the way their speech community speaks? If you come from the South will you speak differently than a Northerner? After hearing the tapes of native speakers from different parts of the country you heard these differences. So where you live affects your speech.

But let us look at another cause for variety in language. You know the effects of a speech community. Think of your own age group. Do you use words that are different than your parents? Could you call your age group a speech community? Let's find out in a scientific way.

A. Your teacher will play a tape with the voices of several different people. Listen carefully and write down all you can tell about each speaker. Ask yourself:

1. Are they men or women? Boys or girls?
2. How old are they?

B. Ask some adults if they can remember words they used when they were your age. Make a list and be ready to discuss these.

c. CRAZY Truthful jeepsers slick
normal OH CORN! responsibility
out of sight good HECK very nice
wonderful gee

1. Write down the words from the list above that adults would be most likely to use.
2. What words would you be most apt to use?
3. Was there any difference in your two lists? Explain your answer.
4. For the words you listed that you would use, write down a word an adult would use in place of your word.
5. What words have more than one meaning? Would one meaning be used for one age group more than another? Explain.

6. Make a list of words which your age group uses but your parents do not. List the words your parents use in place of those you use.
7. Why is it that your list is different from your parents'?

OPTIONAL:

1. Make a list of slang words that are no longer used. Use as your source teenagers and adults. Be sure to check your dictionary for the exact meaning of slang.
2. Make up some slang words that could become part of your speech. Use your imagination. These words are not recognized words now so write the word and put your own meaning after it.

FROGS AND SNAILS OR SUGAR AND SPICE?

PURPOSE: To recognize that boy-or-girl oriented activities are accepted naturally. This leads into the differences in speech.

In fulfilling this purpose the student will:

1. Act an improvisation without using speech
2. Stretch his imagination
3. Recognize that some activities are common to both sexes.

BACKGROUND: Even differences in sex have some influence on vocabulary, which is undoubtedly related to the fact that men and women, boys and girls, have different interests. Boys are usually more interested in sports and mechanical things and usually have a large vocabulary of special terms for sports, tools, parts of engines, rockets, etc. Girls have words for various fabrics, colors, sewing operations, and cooking. For instance, girls would be more apt to know what it means to purl and boys to know what a generator is.

CONTENT: In this lesson students are asked to pantomime a given activity (such as playing football). The other students identify the activity after careful observation. After the activities are identified, each student is asked to select five activities that he or she would consider fun. A tabulation is made regarding the results in order to demonstrate that natural activities can be boy or girl oriented. This leads to noting the natural differences that exist in vocabulary between the sexes.

SUGGESTED PROCEDURE:

1. After the students have selected one activity for Part A, have them act it out while the others try to identify it. Do only 4 or 5.
2. If the activity isn't recognized, perhaps another child could pantomime the same activity.
3. As the activities in the pantomimes are uncovered, list them on the chalkboard or the overhead projector.
4. After completing the pantomimes, have the students individually complete Part B.

5. Tabulate the results by asking what the girls like to do and then what the boys like. An example of tabulation follows:

activity	boys	girls
painting	7	13

N. B. Consider the percentage of boys and girls that like each activity because numbers may be misleading, i. e. 4 out of 8 girls liked weaving = 50%.

6. Ask students to make some generalizations based on their observations. Use the questions at the end of the student section.

SUPPLEMENTARY COMPOSITION ACTIVITIES, PART A

It is suggested that Part A be used prior to Unit 4, Lesson 10 of the language curriculum. Part B allows for a wider variety of application and testing of generalizations made in Part B and could logically follow either Lesson 10 or 11.

PURPOSE: To identify different pieces of writing as having been written by either male or female.

ADDITIONAL GOALS: To listen; to form generalizations.

CONTENT: This entire language unit stresses the idea that differences in people do exist and that these differences are natural and identifiable. This exercise will help students look for, identify, and possibly define, differences between the writing of boys and girls.

Students will write a story on "How to Ride a Bike." You will read several randomly selected stories and students will decide whether each story was written by a boy or a girl; give reasons for their decisions; and form generalizations about identifying boys' and girls' writing.

PART A

PROCEDURE: Have each student write a short story on one subject such as "How to Ride a Bike." Be sure the topic chosen is an experience familiar to all students.

Ask students to keep their story a secret by using an identifying number on their paper in place of a name. Ask them to keep a copy of this number so they can identify their paper later.

After a writing period of about 10 minutes, collect the stories and randomly select four or five to read aloud.

Place the following chart on the board to record student responses for each story read.

Story #	Boy	Girl	Reasons for thinking boy wrote it	Reasons for thinking girl wrote it

Suggest that students listen very closely to decide if the story was written by a boy or a girl. Read the story. Record the identifying number and the number of hand votes for a boy or a girl author. Elicit and record reasons for choosing "boy" or "girl."

After reading several stories, stop and look at the reasons given to see if students can form any generalizations about the differences between boys' and girls' writing.

Some suggested questions:

1. How are boys' stories similar? Girls' stories?
2. Do you see any differences in the reasons given?
3. Can you make a statement (generalization) about boys' writing? About girls' writing?

When you are finished, ask the story number holder to raise his hand. Students can then see how many times they correctly identified the sex of the writer.

If interest remains high you may want to repeat the lesson using other stories. Instead of using the chart on the board you could have students use a piece of paper as a ballot sheet to record their vote. As you read each story have the students write down the story number and "boy" or "girl." Tally the results on the board. Then, have the story numbers identify themselves. Different students could read the stories instead of the teacher.

SUPPLEMENTARY COMPOSITION ACTIVITIES, PART B

PURPOSE: To compare the writing of boys and girls in order to analyze differences.

PROCEDURE: This activity is carried out exactly like Part A, only students have a choice of topics to write their stories about. The miscellaneous section at the end of LIFE magazine would be a good source of pictures for writing topics.

Ask students to write a story using one of the topics (pictures) given. Allow them to select the topic they want to use. Limit the topics or pictures to five or six items. If you decide against pictures, some topics you might use could be:

1. going to a show
2. going camping
3. describing a trip
4. writing a news story about a current news item
5. telling about your favorite fun-time activity
6. describing a friend.

Follow the same suggested procedure for teaching Part A. Be sure that students keep their story a secret. Ask students what things about the stories helped them decide whether a boy or girl had written them.

The following items might be among those that helped them in deciding if a piece of writing was done by a boy or a girl. (Not all of these suggestions necessarily hold true all the time, of course.)

1. subject matter
2. word choice
3. tone (feeling)
4. boys tend to put more humor in writing
5. hand writing (if written)
6. sentence structure (At times, boys' sentences are simpler.)

EVALUATION: Take two stories, one each written by a boy and a girl student. (These stories can come from an earlier time in the year, or from another class.) Read each story. Ask the students to think carefully about whether the writer might be a boy or girl. Have the students vote with a small written ballot to get away from peer pressure. Record the results on the board.

FROGS AND SNAILS OR SUGAR AND SPICE?

hiking	earning money	writing stories	listening to records
swimming	movie watching	going to concerts	traveling
walking	TV watching	listening to music	singing
knitting	going to church	playing the guitar	dancing
weaving	washing dishes	reading	fishing
painting	building things	hunting	drawing
talking	playing sports	going to school	any others?
sewing	writing letters	riding bicycles	

A. In your life you have found many natural differences between people including differences in speech. Select one of the above activities and be prepared to act it out without using speech.

B. On a separate piece of paper write down five of these activities you would consider fun.

C. Make some generalizations, using the following questions:

1. Which choice was picked more by boys? Could we say that activity is a boy activity?
2. What kinds of activities did the girls like to do?
3. If there were some activities that both liked to do as well, try to explain this.
4. If a boy liked to play football and a girl didn't, is the girl wrong? Why or why not?

HOW WOULD YOU SAY IT?

PURPOSE: To identify vocabulary differences between boys and girls.

In order to fulfill this purpose the student will:

1. Associate groups of words as being associated with either males or females.
2. Recognize that audience affects the kind of writing we do.

BACKGROUND: No background is needed for this lesson.

CONTENT: The students are to decide from a list of words which ones they are most likely to use. After they've selected the words the results will be tabulated by sexes. For example, more boys than girls would probably use the term tough which would indicate a vocabulary difference.

In order to reinforce the above idea, sentences are given with key words left out. Again students are asked to complete the sentences. As the responses are read, the students decide if a boy or a girl wrote it.

SUGGESTED PROCEDURE:

1. Have the children complete Part A. Tabulate the results as follows:

Words	Boys	Girls
frilly	1	12
groovy	10	10
etc.		

Again bear in mind the number of boys and girls in the class so that you are getting the results in some rough percentages.

2. Generalize by using the same questions as in lesson 10.
3. Activity B also points up the differences. Collect the papers and re-distribute them. As the students read them have them decide if a boy or a girl wrote the sentences.
4. Activity C could be a competitive assignment in which individuals or groups could work together to see how many words they could find.
5. Additional composition activities would be very applicable. Some could be newspaper stories centering on the 5 W's, stories with point of view by sex (Hints from Heloise, etc.).

HOW WOULD YOU SAY IT?

In the last lesson you found out that boys can differ from girls by the activities they do. Do you think boys and girls use some different words? Read the following words:

Thrilling
GREAT
Groovy
NEAT
Gorgeous
Wonderful
Jazzy
Tough
Sweet

- A. Write down on a separate piece of paper which of these words you use.
- B. Number your paper from 1 to 3. Use a word or words to complete the following sentences the way YOU would ordinarily say them. Don't put your names on the papers.
1. "Hey man, that teacher is _____."
 2. Sharlene always does the _____ things.
 3. What do you think of that _____ record?
- C. List other words that would be used most by boys and another list of those used most by girls. Get as many as you can.

A BILATERAL WHAT?

PURPOSE: To associate vocabulary terms with occupations to demonstrate another kind of variety in language.

In fulfilling this purpose the student will:

1. Identify occupation fields by visual discrimination
2. Recognize that occupations affect language.

BACKGROUND: Different occupations have their own specialized vocabulary which accounts for still another source of variation between groups of people. Although television and other kinds of mass communication have had a leveling effect so that we are all relatively familiar with the vocabulary of those in different occupations and backgrounds, it is still possible to find many words familiar to one group because of their way of life and unfamiliar to others. This lesson, like all the others, is intended only to make students aware of the many factors that go to make up the particular dialect of a given person or group of people and to account for the great variety that exists among speakers of the same language.

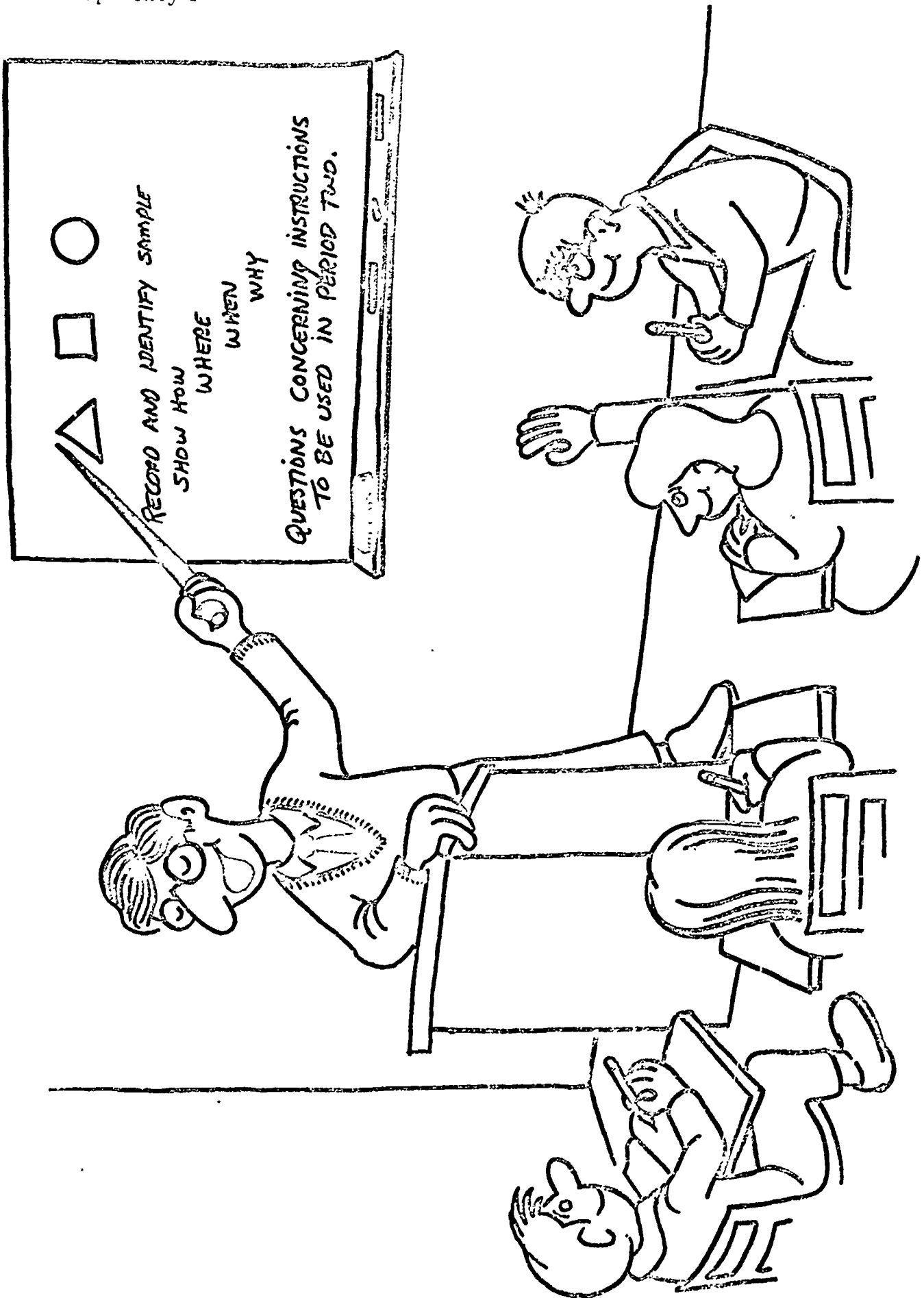
CONTENT: To begin this lesson students will look at some transparencies illustrating different occupations. After the students identify them, they will be shown a fifth transparency of terms associated with each occupation. Preferably in groups, the students will match the groups of words with the occupation, thereby recognizing the jargon that exists in each occupation.

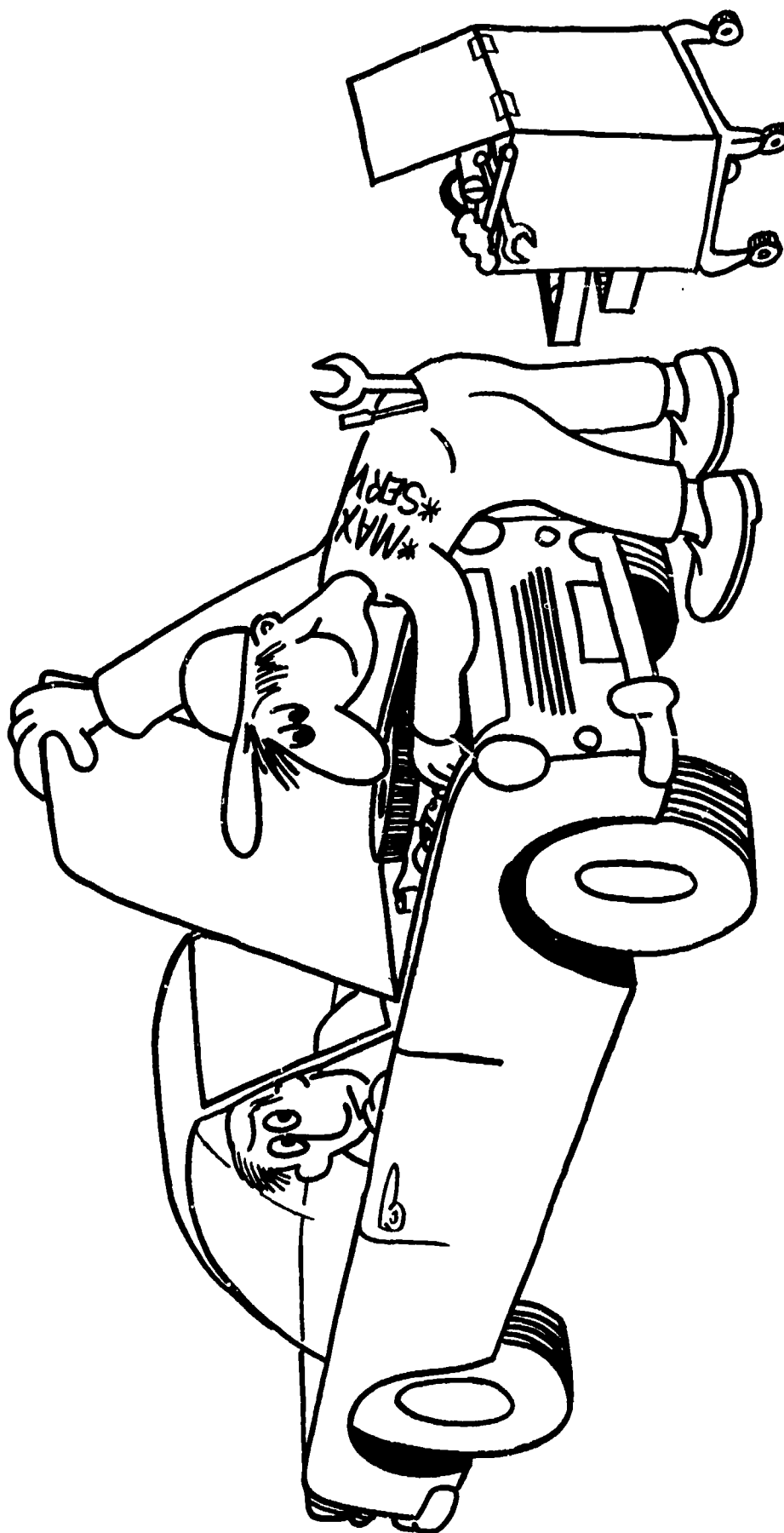
To extend the main concept a list of occupations will be given and the students will be asked to list jargon related to each. The lesson is concluded by a discussion that will point out why jargon exists.

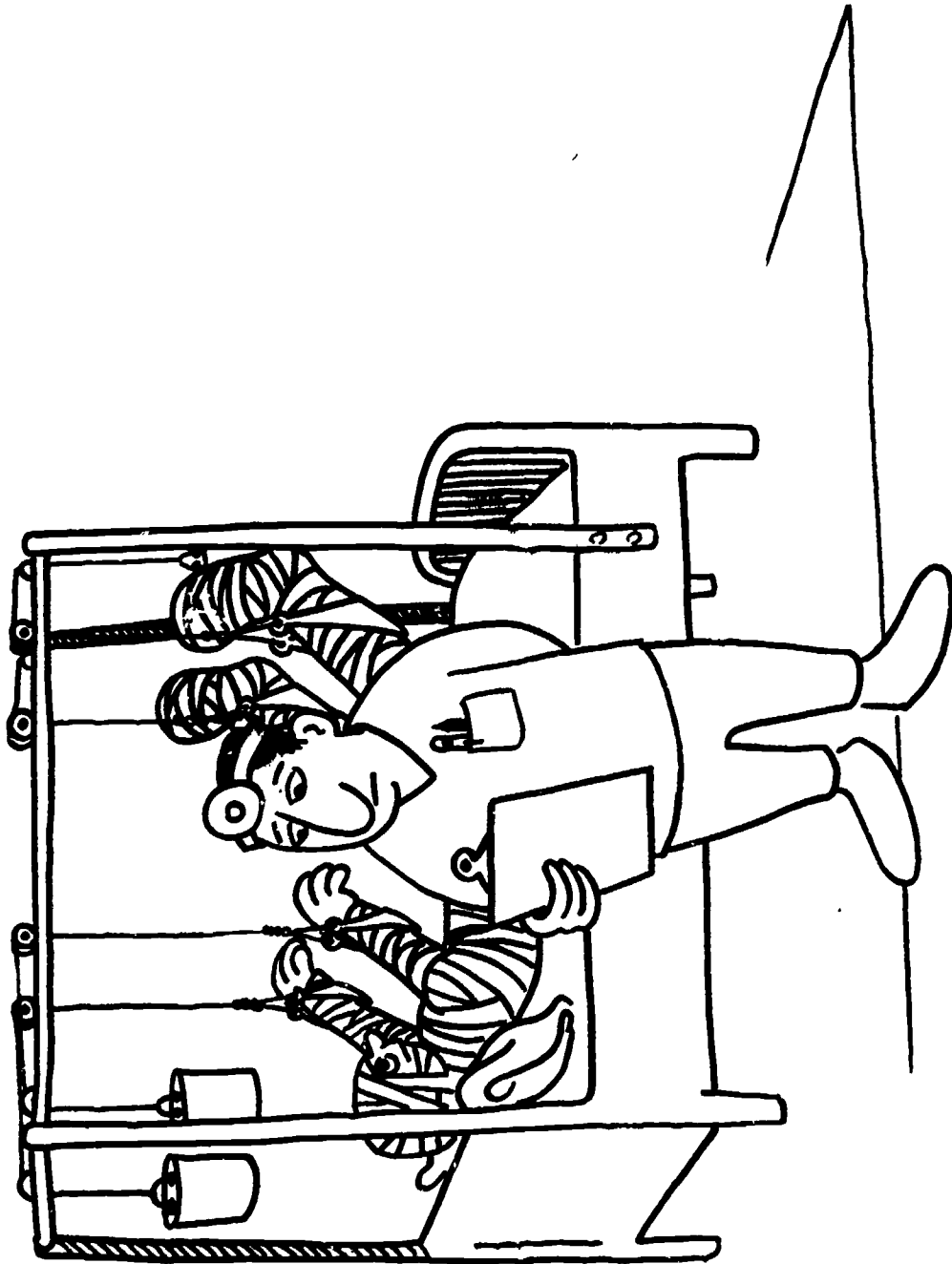
SUGGESTED PROCEDURE:

1. By blocking out part of transparency 1, show momentarily a part of the picture. You could turn the machine on and off quickly or use pieces of paper and raise them one at a time.
2. Continue this until most of the students can name the occupation. Discuss the visual clues for the occupation.
3. Proceed similarly with transparencies 2, 3, and 4. List the occupations on the chalkboard.

4. Now show transparency 5, but center on one word group at a time. The same procedure of turning the overhead projector on and off could keep the students alert for visual discrimination.
5. Either individually or in small groups, associate the word groups with the occupation.
6. Students should complete Part A individually and Parts B and C in a large or small group.
7. Hold a large group discussion to consolidate the idea that jargon gives variety and is established naturally.









bilateral perorbital hematoma
(black eye)

torticollis
(stiff neck)

clutch plates

carbs

pistons

tac

curriculum

relevance

motivation

learning resource center

bulldogging

crowbait

Appaloosa

A BILATERAL WHAT?

- A. You have observed four occupations (jobs) that have a specialized vocabulary. This vocabulary is called jargon because the words and word phrases stay within the speech group. Below are some occupations. Pick 2 or name other occupations and then list jargon for them.

airplane pilot

engineer

radio disc jockey

plumber

professional football player

carpenter

- B. In a group name the words and ask other students to name the occupation.
- C. In your group discuss the following:
1. Why do we have jargon?
 2. What does jargon do for language?

REVIEWING THE SITUATION

PURPOSE: To recognize that situations affect language.

In fulfilling this purpose the student will:

1. Pretend to talk to a specific person on a phone
2. Identify the specific person by the kind of language used in speaking to him
3. Observe differences in language which are the result of situational differences.

BACKGROUND: One kind of variation among the speakers of any one language is the variation between regions, which is seen especially in pronunciation and vocabulary differences, but is also represented in some variation in grammatical constructions.

Another kind of variation can be found among the speakers within a given region. This is known as social variation, and while it shows up slightly in vocabulary and pronunciation is most conspicuous in differences in grammatical constructions. At the fifth grade level we are not dealing extensively with this kind of variation.

Still another kind of variation might be called situational variation. It can be found in the speech of people who speak the same dialect and even in the speech of a single person, because it is determined by the situation one is speaking in. We all have different styles depending on where we are, who we are talking to, and what the situation is. We usually use the style the situation calls for without even thinking about it. For example, we tend to be more formal, to pronounce our words more exactly, and to avoid slang when we are speaking to someone in authority or whom we respect greatly and stand a little in awe of. We tend to be very casual in our choice of words, pronunciations, and even grammatical constructions with friends and relatives. We also probably vary in our tone of voice depending on the situation. Even fifth graders undoubtedly have a variety of styles depending on situations.

CONTENT: This lesson gives the students the opportunity to use their imagination by talking on a phone to a person who is unknown to the audience in order to observe how audience and situation affect our use of language. The speaking students are told who the person is and what the situation is. For example, they might be told that they are talking to their mother about a new dog. By using the language that best fits the situation, the student should grasp the concept that situational differences contribute to variety in language.

SUGGESTED PROCEDURE:

1. Clarify the phrase situational differences. An interesting approach would be to play the song, "Reviewing the Situation" from the sound track of the movie, Cliver.
2. Have the students read the introductory paragraphs and discuss the differences they have noticed.
3. Pick some students to act out the following situations. (You could write the instructions on slips of paper and have students draw them from a hat or whisper them in their ear.) Give the selected students 1 to 2 minutes to prepare. They can either imagine a phone or you might be able to bring in one.
 - a. Explain to your teacher why you didn't finish your homework.
 - b. Explain to your friend why you didn't finish your homework.
 - c. Try to convince your principal that your school needs an apple machine.
 - d. Try to convince your friend that your school needs an apple machine
 - e. Describe a playground fight to your teacher.
 - f. Describe a playground fight to your friend.
 - g. Convince your teacher that your class needs a party.
 - h. Convince your classmates that your class needs a party.
 - i. A four-year-old boy is lost and calling from a pay phone. Give him directions to get him home.
 - j. A twenty-one-year-old girl is lost and calling from a pay phone. Give her directions to get her home.

You might come up with other examples. Select those that would most directly apply to your class.

4. As the students give their talks have those who are the audience write down the clues in speech that give away the unknown person. Here are some questions which might help them as they listen:
 - a. Is the unknown person older or younger than the speaker, or is he the same age?
 - b. Is the unknown person someone the speaker knows very well or not at all?
 - c. How does the speaker feel about the unknown person?

REVIEWING THE SITUATION

As you have found, there is much variety in the way people use language. But did you ever think that there is variety in the way you yourself use your language? Without your thinking about it at all, the way you speak varies with the person you are talking to. If you have a baby brother or sister, you have probably noticed that the way your parents talk to him or her is different than the way they speak to you. This difference is natural. Think about how you speak to different people. Does your speech vary? To find out, your teacher is going to pick some of you to give a one minute conversation to a person on a phone. The rest of you are going to be the audience and try to find out who the unknown person is.

For those of you who are picked to give a talk, remember to:

1. Act natural.
2. Pretend that just you and the unknown person are the only ones within listening distance. That is, ignore your classmates.
3. Use your imagination.

If you are the audience, then remember to:

1. Listen for clues that give away who the unknown person is.
2. Notice any differences in the way the speakers talk.

OPTIONAL:

1. Listen at home or at other places for people speaking in different ways because of the situation. Make notes of who the people were and what the situation was.

FINAL REVIEW

PURPOSE: To recall and recognize the major concepts of this unit.

CONTENT: In order to further aid the students' understanding of this unit, completion of this lesson may be necessary. The students are asked not only to recall concepts, but also to apply them. The key concepts are:

- a. Our world is made up of differences.
- b. Regional dialect differences in vocabulary, pronunciation, and grammar give variety to language.
- c. Boys and girls differ in the kinds of activities they do.
- d. Boys and girls differ somewhat in vocabulary.
- e. Vocabulary can identify some occupations.
- f. Situational differences affect dialect.
- g. Vocabulary can identify age groups.
- h. Variety in language is natural.

SUGGESTED PROCEDURE:

1. As an introductory activity have the students write the concepts as they remember them. A leading question would be: "What can you say about variety in language?"
2. Read the concepts to the class so they can check how many they identified. Then reread the concepts but stop at key words. Let the students state the missing word.
3. Assign activities A and B as written activities.

SUGGESTED OPTIONAL ACTIVITY FOR LESSONS
ON "VARIATION IN LANGUAGE"

Throughout the unit there are several optional activities suggested which ask the students to write some examples of varieties in language. You may wish to organize this so that at the end of the unit the class can generalize from the data they have gathered.

The following chart could be developed as you proceed through the lessons.

	Regions	Situations	Age Groups	Sex	Occupations
Vocabulary					
Pronunciation					
Grammar					

Students might identify the cell in which their example should be placed and write it in.

When the chart is completed ask the following questions:

- a. Which cell has the most examples? Why?
- b. What differences can you discover?
- c. Where were those differences?
- d. What does this chart tell you about a kind of difference that exists in language?

FINAL REVIEW

A. The following are the main concepts (ideas) that were presented in this unit. On a separate piece of paper number from 1 to 10. Fill in the missing words. Share your knowledge with other students by forming small groups to check your answers. The words are given in the box below.

- A. Our world is made up of _____ (1) _____.
- B. Regional dialect differences in _____ (2) _____, _____ (3) _____
and _____ (4) _____ give variety in language.
- C. Boys and girls differ in the kind of _____ (5) _____ they do.
- D. Boys and girls _____ (6) _____ in the words they use.
- E. Vocabulary can identify some _____ (7) _____.
- F. Situational differences affect your _____ (8) _____.
- G. Vocabulary can identify _____ (9) _____ groups.
- H. Variety in language is _____ (10) _____.

activities	vocabulary	natural	understandings	grammar
occupations	dialect	strange	pronunciation	
differences	schools	age	differ	

B. The following statements demonstrate one of the concepts of this unit. Number your papers from 1 to 6. Put the letter (A through H) of the concept that the statement describes.

1. Jim says quarter till 10 and I say quarter to 10. I found out that he comes from Kansas and I come from Minnesota.
2. My mom tried to use some of our lingo and boy did she sound silly.
3. I heard a girl say car as if there wasn't an r on the end of the word. She just moved out here from New York.
4. I've never seen so many different kinds of trees. I thought that one tree was just like any other.

5. When John was describing the show he said it was tough. But when Laura described the same show, she said it was groovy.
6. I sure noticed the way Robert spoke when he was telling Mr. Heggen about his broken window. He didn't tell it the same way to me!

OPTIONAL:

1. Make up further examples that demonstrate any of the concepts from this unit.
2. Write a very persuasive editorial on concept H.