

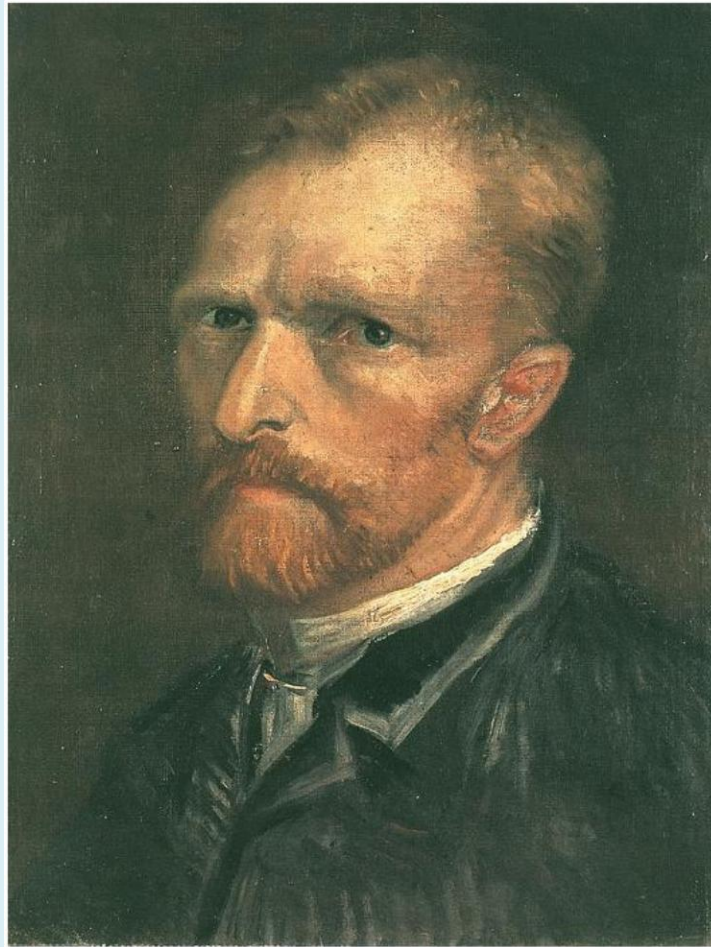
Discovering Voice: Voice Lessons for Middle and High School

By Nancy Dean

PowerPoint Slides by Lynne Kelso Lesky

Introduction to Voice

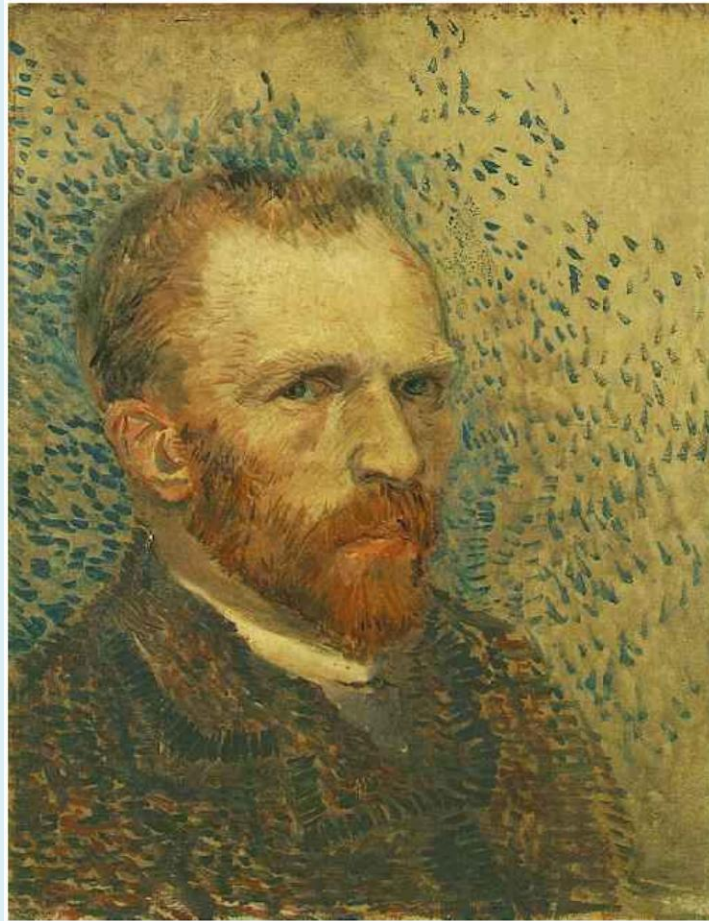
Lesson 1



Vincent Van Gogh Self-Portrait 1886

Introduction to Voice

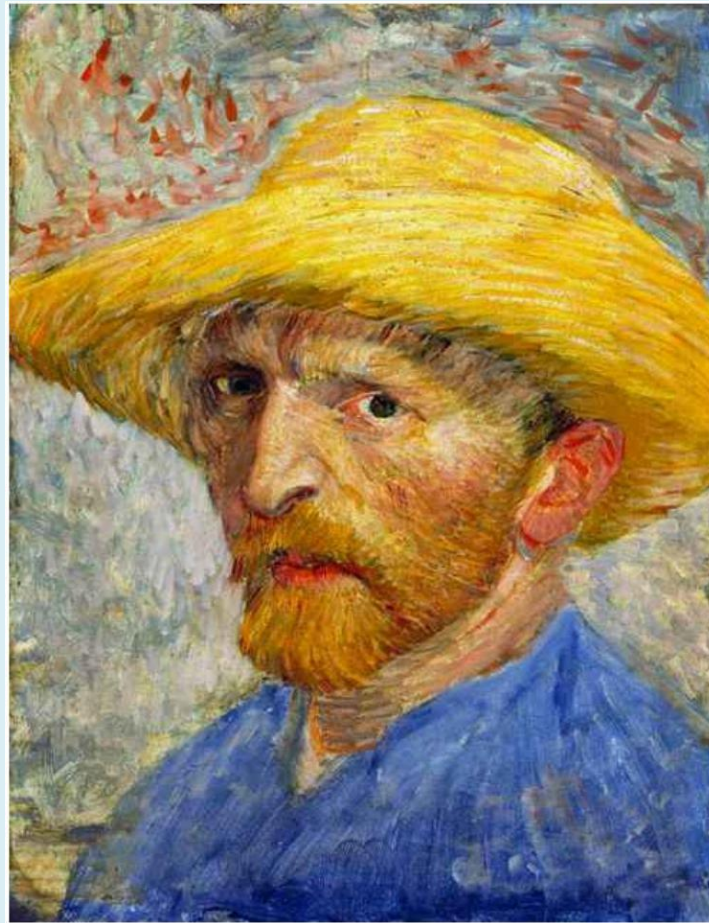
Lesson 1



Vincent Van Gogh Self-Portrait 1887

Introduction to Voice

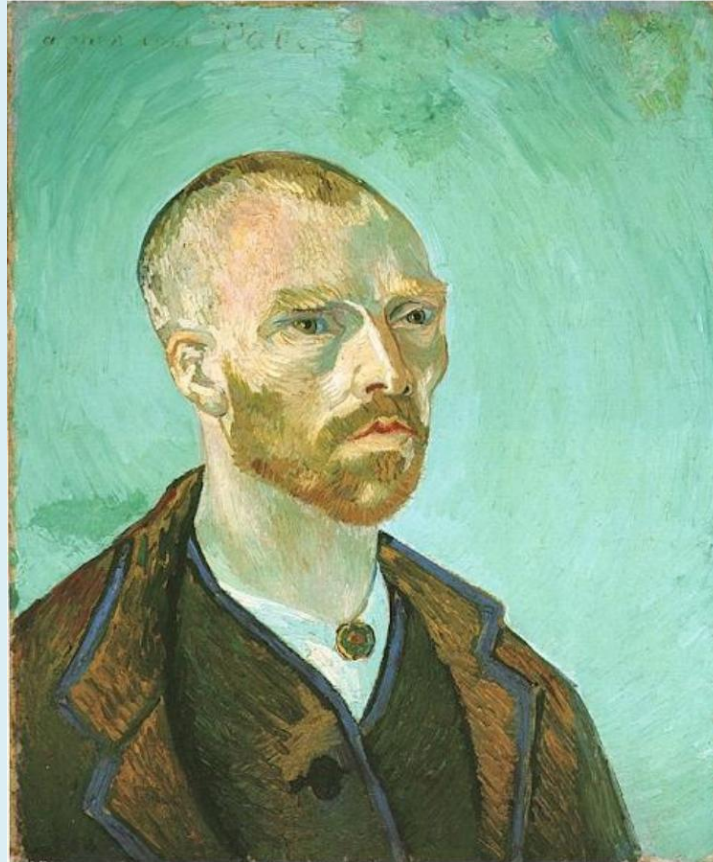
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Vincent Van Gogh Self-Portrait With Straw Hat 1887

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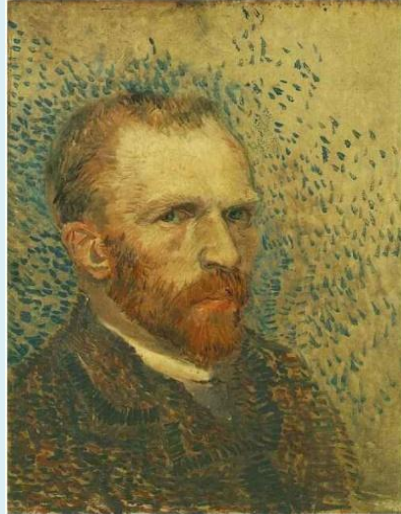
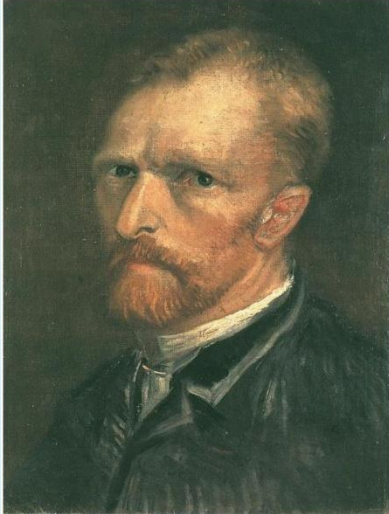
Lesson 1



Vincent Van Gogh Self-Portrait Dedicated to Paul Gauguin

Introduction to Voice

Lesson 1

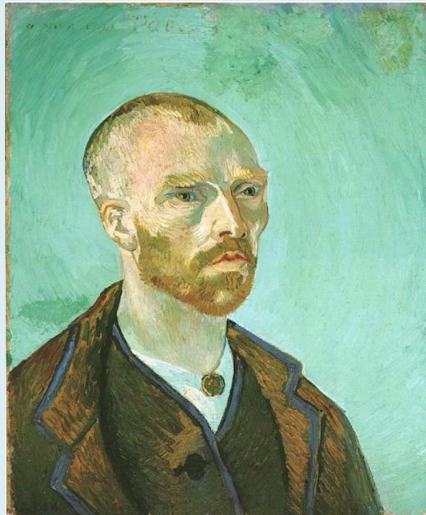


1. What is Van Gogh trying to say about himself?

Complete these two statements as if you were the Van Gogh of this portrait.

I am...

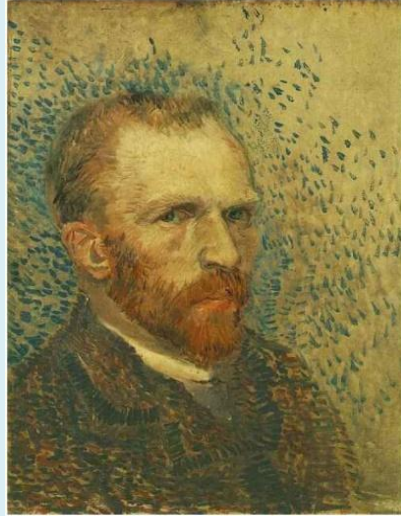
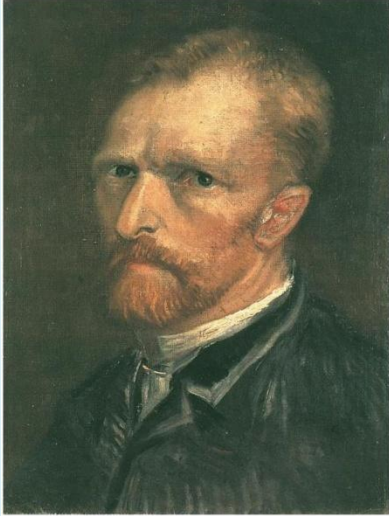
I feel...



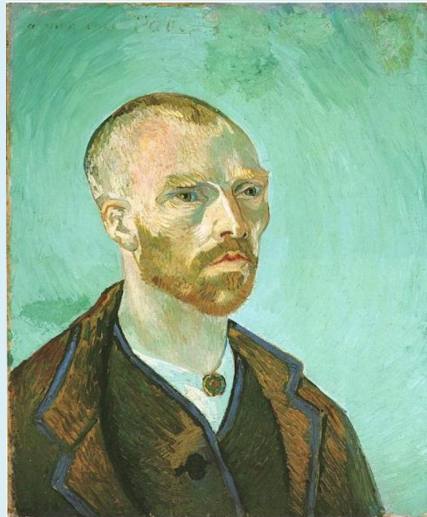
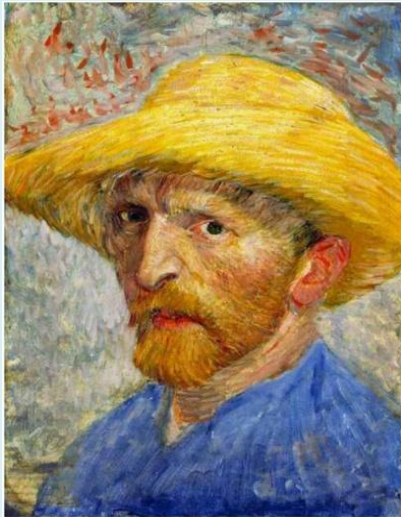
Base your statements on the picture, not your own feelings.

Introduction to Voice

Lesson 1



2. How do you know what Van Gogh is saying about himself? What evidence can you find in the picture that supports your statements?



Introduction to Voice

Lesson 1

- Now you try it!
 - Think about how you would paint a self-portrait.
 - What colors would you use?
 - What expression would you have on your face?
 - How would you be dressed?
 - What kind of background would you have?
 - Would you have anything else in the picture besides yourself?
 - What would these choices say about you?

Introduction to Voice

Lesson 1

- Make a simple sketch of your self-portrait, and write a few sentences describing what you would like your self-portrait to look like.



Introduction to Voice

Lesson 2



Marc Chagall Self-Portrait From Mein Leben (My Life)

Introduction to Voice

Lesson 2



Marc Chagall Self-Portrait With Seven Fingers

Introduction to Voice

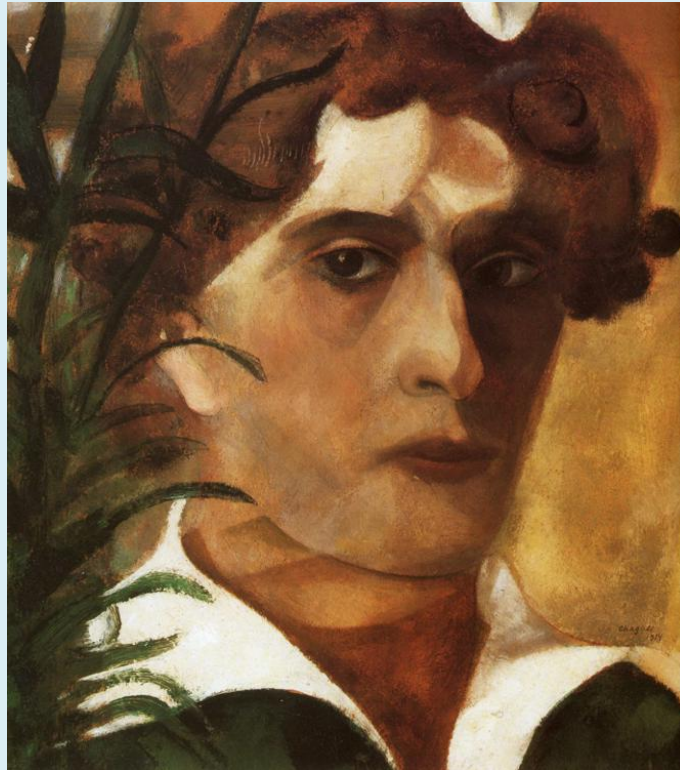
Lesson 2



Marc Chagall Self-Portrait With Brushes

Introduction to Voice

Lesson 2



Marc Chagall Self-Portrait

Introduction to Voice

Lesson 2

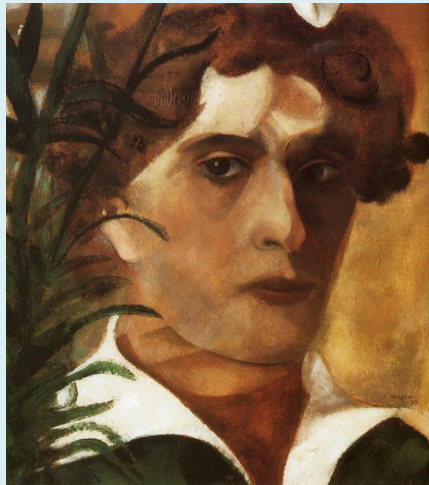


1. What is Chagall saying about himself?

Complete these two statements as if you were the Chagall of this portrait.

I am...

I feel...



Base your statements on the picture, not on your own feelings.

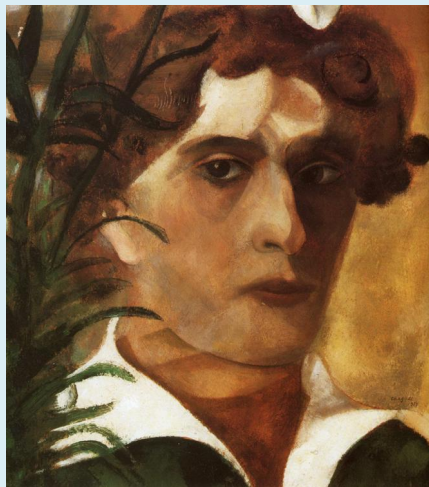
Introduction to Voice

Lesson 2



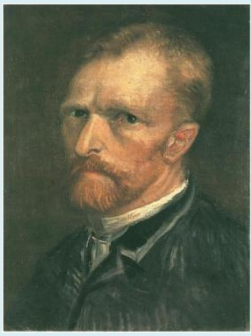
2. How do you know what Chagall is saying about himself? What evidence can you find in the picture that supports your statements?

Now consider the question, how does he do that? How does Chagall control voice in his painting?

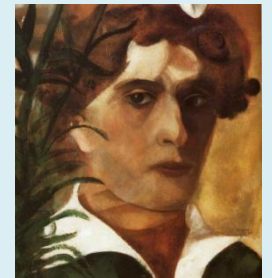
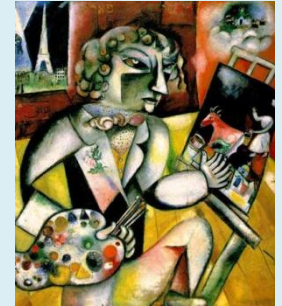
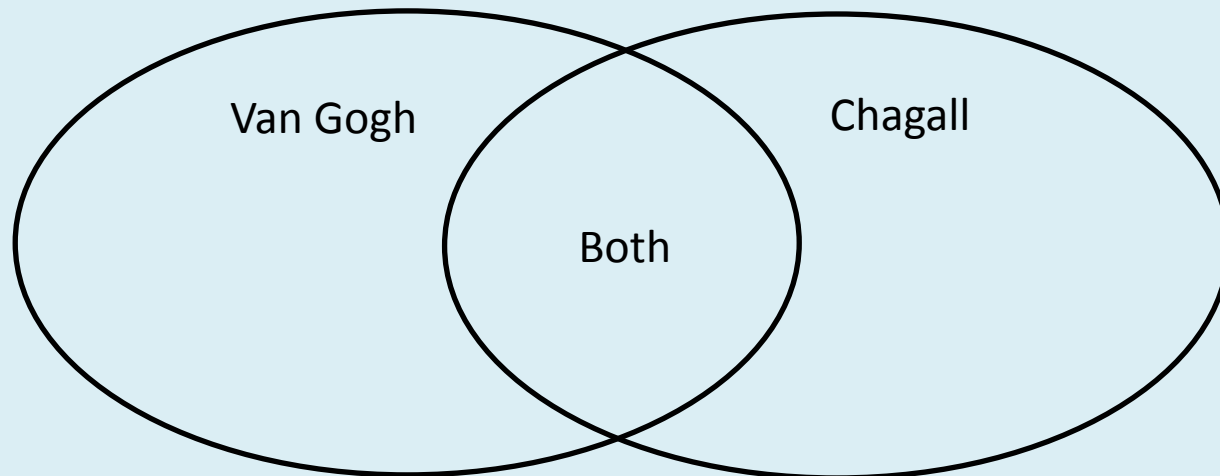


Introduction to Voice

Lesson 2



- Now you try it!
 - Compare and contrast Van Gogh's and Chagall's self-portraits. Draw a Venn diagram to show how they are similar and different. Be certain to focus on the **choices** the artists made.



Introduction to Voice

Lesson 3

- Listen carefully to *Adagio for Strings, Op. 11* by Samuel Barber.



Introduction to Voice

Lesson 3

1. What kind of voice does the music have? Pretend the music is a kind of self-portrait. Write two statements that capture the voice of this “self-portrait.”

I am...

I feel...

2. What evidence can you find in the music to support your statements? Be specific. Remember that the composer had choices, and he made conscious decisions.

Introduction to Voice

Lesson 4

- Listen carefully to Beethoven's *Fifth Symphony* and think about its voice.



Introduction to Voice

Lesson 4

1. What kind of voice does the music have? How is it different from Barber's voice? Pretend the music is a kind of self-portrait. Write two statements that capture the voice of this "self-portrait."

I am...

I feel...

2. What evidence can you find in the music to support your statements? Be specific. Try to focus on one instrument at a time, and think about tempo (how fast the music goes) and volume.

Introduction to Voice

Lesson 5

The little pink fishes swam upstream and died.

1. Is this sentence sad? Think about this carefully. Don't focus on the idea of a dying fish. Instead, focus on the sentence itself and the effect it produces. Does the sentence make you feel sad, or like crying, when you read it? Why or why not?

Introduction to Voice

Lesson 5

The little pink fishes swam upstream and died.

2. Most people will agree that the sentence is not very sad. Why? What specific characteristics in the sentence keep it from being sad? As you identify these characteristics, you are beginning to look at the tools writers have to choose from as they create voice.

Introduction to Voice

Lesson 5

- Now you try it!
 - Write a sad version of the sentence,

The little pink fishes swam upstream and died.

Introduction to Voice

Lesson 5

- What did you do to make the sentence sad?
- In other words, what conscious choices did you make?



As you make this sentence sad, you are on your way to using your voice in your writing.

Diction

Lesson 1

- Diction refers to the author's choice of words.
 - Words are the basic tools of the writer.
 - The perfect word is clear, concrete, and exact. It says exactly what you want it to say.
- Use a thesaurus.
- Forbidden words: good, nice, pretty, beautiful, fine, bad, thing, really, very, terrible, wonderful, a lot.
- **Denotation**-the literal meaning of the word.
- **Connotation**-the meaning suggested by the word; the feeling evoked by the word.
- *You need a good vocabulary to be a good writer!*

Diction
Lesson 1

A redheaded woman was there with Trout. Kate could see her **rummaging** through the cabin, **dumping** drawers and **knocking** things from the shelves of cabinets.

-Louis Sacher, *Holes*

1. What picture do you get in your mind when you read the second sentence?

Diction
Lesson 1

A redheaded woman was there with Trout. Kate could see her **rummaging** through the cabin, **dumping** drawers and **knocking** things from the shelves of cabinets. -Louis Sacher, *Holes*

2. How would the meaning of the sentence change if we changed some of the words? For example:

Kate could see her searching through the cabin, emptying drawers and taking things off the shelves of cabinets.

Diction
Lesson 1

3. Write a sentence describing a small boy making a mess in a restaurant. Choose words that are clear, concrete, and exact.

*In your Writer's Notebook: Start a collection of perfect words you can use later in your writing.

Understanding Connotation

Positive

relaxed
prudent
modest
time-tested
dignified
persevering
up-to-date
thrifty
self-confident
inquisitive

Neutral

inactive
timid
shy
old
reserved
persistent
new
conservative
proud
curious

Negative

lazy
cowardly
mousy
out-of-date
stiff-necked
stubborn
newfangled
miserly
conceited
nosy

Understanding Connotation

1. As snakes continue to grow, they (**junk, shed**) the protective keratinous layer on the surface of their bodies because it does not expand.
2. Oblivious to those around him, the father tenderly (**smiled, smirked**) at his newborn baby through the window of the hospital nursery.
3. During rush hour traffic in a metropolis, cars creep along at agonizingly slow (**velocities, speeds**).
4. Even the coolest star in the night skies is unbelievably (**sultry, hot**) according to astronomers.

Understanding Connotation

5. The local newspaper's front-page story indicated that \$50,000 was **(stolen, pilfered)** from the town's largest bank during the night.
6. The pack of wild horses **(loped, sprinted)** alongside the train at top speed for more than 200 yards.
7. Although many Americans purchase meat at their local grocery stores, some farmers still **(butcher, execute)** livestock to feed their families.
8. The French are **(noted, notorious)** for their fine food.

Understanding Connotation

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Traveling Through the Dark by William Stafford

Traveling through the dark I found a deer
dead on the edge of the Wilson River road.
It is usually best to roll them into the canyon:
that road is narrow; to swerve might make more dead.
By glow of the tail-light I stumbled back of the car
and stood by the heap, a doe, a recent killing;
she had stiffened already, almost cold.
I dragged her off; she was large in the belly.
My fingers touching her side brought me the reason--
her side was warm; her fawn lay there waiting,
alive, still, never to be born.
Beside that mountain road I hesitated.
The car aimed ahead its lowering parking lights;
under the hood purred the steady engine.
I stood in the glare of the warm exhaust turning red;
around our group I could hear the wilderness listen.
I thought hard for us all -- my only swerving --
then pushed her over the edge into the river.

Detail

Intro. Lesson

- Detail is what makes writing come alive.
 - Facts, observations, reasons, examples, and incidents
 - Details create a clear mental picture for the reader by focusing on particulars rather than abstractions.
 - Details help to focus the reader's attention on important ideas and shapes the reader's understanding and view of a topic.

Detail
Intro. Lesson

- Think of a shopping trip to your favorite mall. Think about everything you might look at in that mall.

Detail

Intro. Lesson

- Make a list of all of the details you might focus on during a shopping trip to the mall.

Detail

Intro. Lesson

- Decide your focus: people, clothes, food, variety of experiences, commercialism, stores, unexpected things you find, specific parts of the mall (like the video arcade).

Detail
Intro. Lesson

- Now decide your attitude. Are you thrilled, critical, neutral, mocking, angry, awed?

Detail

Intro. Lesson

- List as many details as you can that support your focus and develop your attitude. Choose only details that help your reader understand the focus and attitude you want to convey.

Detail

Intro. Lesson

- Shift your attention and think about your favorite time of year at the mall. Your favorite time of the year is your focus. Your attitude should be celebratory and happy. List all of the details you can that support this focus and attitude.
- Notice how this list is different from your original list.

Figurative Language I: Metaphors, Similes, and Personification

- Figurative Language
 - any language that is not used in a literal way
 - saying one thing and meaning another
 - figures of speech
 - an expression in which words are used not in their literal sense, but to create a more forceful or dramatic image

Figurative Language I: Metaphors, Similes, and Personification

- Metaphor-implies or suggests a comparison
 - *that singer is a diamond in the rough*
 - *life is just a bowl of cherries*
 - *love is a rose*

Figurative Language I: Metaphors, Similes, and Personification

- Simile-states the comparison directly
 - *happy as a clam*
 - *busy as a bee*
 - *blind as a bat*
 - *dull as dirt*
 - *she slept like a log*
 - *he drank like a fish*

With similes you have signal words that let you know a simile is coming: *as, like, than, similar to, and resembles.*

Figurative Language I: Metaphors, Similes, and Personification

- Metaphor-implies or suggests a comparison
 - *That test was a bear.*
- Simile-states the comparison directly
 - *That test was **like** struggling with a bear!*

Figurative Language I: Metaphors, Similes, and Personification

- Metaphors and similes have literal terms and figurative terms.
 - **Literal term**-what we are comparing to something else; it's what's real
 - **Figurative term**-what is being compared to the literal term; it's what's not real or non-literal

That test was a bear!

test=literal, real

bear=figurative, not real

Figurative Language I:
Metaphors, Similes, and Personification

That test was a bear!

test=literal, real

bear=figurative, not real

We know that the test was not literally a bear, so what does this metaphor mean?

Figurative Language I: Metaphors, Similes, and Personification

Figure of speech	Metaphor or simile?	Literal term (real)	Figurative term (not real)
I got a flood of mail yesterday.			
Alice sang like a crow.			
Jeff was taller than the Empire State Building.			
The shoes cost a king's ransom.			

Figurative Language I: Metaphors, Similes, and Personification

Figure of speech	Metaphor or simile?	Literal term (real)	Figurative term (not real)
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Figurative Language I: Metaphors, Similes, and Personification

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Figurative Language I: Metaphors, Similes, and Personification

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Jeff was taller than the Empire State Building.	simile	Jeff	Empire State Building
The shoes cost a king's ransom.	metaphor	shoes	King's ransom

Figurative Language I: Metaphors, Similes, and Personification

- You try it!
 - Write one of each!

Metaphor-

Simile-

Figurative Language I: Metaphors, Similes, and Personification

- Personification-a special kind of metaphor that gives human qualities to something that is not human, such as an animal, an object, or an idea

“The tree sighed sadly in the cold.”

What is being personified?

Can a tree really sigh or be sad?

We are giving the tree characteristics of a person.

Figurative Language I: Metaphors, Similes, and Personification

- Because personification is a kind of metaphor, it has a literal term and a figurative term.

“The tree sighed sadly in the cold.”

Literal-

Figurative-

Figurative Language I: Metaphors, Similes, and Personification

- Because personification is a kind of metaphor, it has a literal term and a figurative term.

“The tree sighed sadly in the cold.”

Literal-tree

Figurative-

Figurative Language I: Metaphors, Similes, and Personification

- Because personification is a kind of metaphor, it has a literal term and a figurative term.

“The tree sighed sadly in the cold.”

Literal-tree

Figurative-a person

Figurative Language I: Metaphors, Similes, and Personification

- Because personification is a kind of metaphor, it has a literal term and a figurative term.

“The tree sighed sadly in the cold.”

Literal-tree

Figurative-a person

*The figurative term in **personification** is always a **person**!*

Figurative Language I: Metaphors, Similes, and Personification

Literal term	Possible figurative terms	Metaphor	Simile	Personification
friendship	lighthouse, warm blanket	Lea's friendship is a lighthouse.	Lea's friendship is like a lighthouse.	Lea's friendship wrapped my sadness in a warm blanket.
football game				
cleaning your room				
shirt				
cafeteria lunch				

Figurative Language I: Metaphors, Similes, and Personification

- **The Skinny on Milk: Which Type Is Right for You?**

Decades ago, the only consideration when choosing what type of milk to purchase at the grocery store was whether you opted for whole, 2% or skim milk. Back then, milk always came from cows. Times have certainly changed as now there is an assortment of "milks," some of which don't even come from animals but instead are made from plants. When navigating the milk aisle, the vast array of milk options can be somewhat overwhelming. Let's take a look at what new milks are cozying up next to cow milk.

http://www.fitday.com/fitness-articles/fitness/the-skinny-on-milk-which-type-is-right-for-you.html?utm_medium=Email&utm_source=ExactTarget&utm_campaign=

Figurative Language 2

Hyperbole, Symbols, and Irony

- Hyperbole-an exaggeration that is based in truth
- A hyperbole adds interest, sometimes humor, and emphasis to what you're trying to say.
- Hyperboles must be an exaggeration and not literally true.

Figurative Language 2

Hyperbole, Symbols, and Irony

Sentence Stem	Hyperbole
I was hungry enough...	
My head was...	
I laughed until...	
She ran so fast...	
When he lifted the package...	

Figurative Language 2

Hyperbole, Symbols, and Irony

- Symbol-something that stands for something else.
- Symbols are like metaphors and similes because they mean more than they say.
- The difference between a metaphor or simile and a symbol: a symbol means something else and itself.

Figurative Language 2

Hyperbole, Symbols, and Irony

- Think of some symbols that you are familiar with to fill in the chart.

Symbol	What the symbol stands for
Lion	Courage, nobility
Skull and crossbones	Danger, piracy

Figurative Language 2

Hyperbole, Symbols, and Irony

- Irony-saying the opposite of what you mean
- Sarcasm-irony that is meant to hurt
- All sarcasm is irony, but not all irony is sarcasm.
- Irony can be funny or serious, affectionate or contemptuous.
- If you misunderstand irony you miss the whole point of what you are reading.

Figurative Language 2

Hyperbole, Symbols, and Irony

Sentence	Ironic (figurative)	Not ironic (literal)
Your favorite team just lost by a wide margin and you are pretty disgusted about it. You say, "Great game!"		

Figurative Language 2

Hyperbole, Symbols, and Irony

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Figurative Language 2

Hyperbole, Symbols, and Irony

Sentence	Ironic (figurative)	Not ironic (literal)
You are traveling in the mountains and see a lovely meadow full of flowers. You say, “Nice view!”		

Figurative Language 2

Hyperbole, Symbols, and Irony

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Figurative Language 2

Hyperbole, Symbols, and Irony

Sentence	Ironic (figurative)	Not ironic (literal)
<p>Your best friend is learning to ride a dirt bike, something you have always wanted to do. You say, “Man, I wish I could do that!”</p>		

Figurative Language 2

Hyperbole, Symbols, and Irony

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Figurative Language 2

Hyperbole, Symbols, and Irony

Sentence	Ironic (figurative)	Not ironic (literal)
Your best friend has to take care of his/her baby sister every day after school, a job you wouldn't want and you friend isn't very happy about. You say, "Man, I wish I could do that!"		

Figurative Language 2

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Figurative Language 2

Hyperbole, Symbols, and Irony

Sentence	Ironic (figurative)	Not ironic (literal)
You feel very strongly that teachers in your school give too much homework. You say, "I love doing four hours of homework every day!"		

Figurative Language 2

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