

Mini Unit: Accent Work

Overarching Unit Objective(s)	Summative Assessment Strategy(ies)
Content Objective: Students will be able to explain and perform the important elements, tips, and tricks to successfully performing at least one specific accent.	Performance Tasks: Students will create one of the following: - “How To” Pamphlet for accent - “How To” Video for accent Criteria: See Rubric (appendix B) Documentation: Rubric with comments as needed (appendix B).

A. Relevant Learning Standards:

Massachusetts State Standards for the Arts, Grades 5-8 (Theatre)

1.10

5.10

B. Context for Learning:

Designed for: Online School from Home: Drama Elective, Grades 6 & 7

Current Adaptation: 4 sections of the class, 2 classes of each grade. Between 18 and 25 students in each class. Class is taught online through Google Classroom. No live sessions happening yet, but virtual office hours on Google Meet are offered every day for students to attend and receive the additional instruction as needed.

Specific Accommodations not listed in course outline:

All accommodations are listed within the lessons.

Mini Unit: Accent Work

Lesson 1/5

Focus Questions: What Do I Notice About Different Accents?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to summarize the specific elements of the following accents:</p> <ul style="list-style-type: none">- United States Southern- British- Australian- Irish	<p>Performance Tasks: Student will watch provided videos and take notes. See procedures for links to videos.</p> <p>Criteria:</p> <ul style="list-style-type: none">- Student writes at least 3 observations about each accent. <p>Documentation: .5 points for each observation (total: 6 points) and feedback from teacher to student about their observations.</p>

Related Standards:

Massachusetts State Standards for the Arts: Theatre

1.10

Accommodations Relevant to the Lesson:

1. Time management, organization, processing, ELL:
 - a. Student can be assigned to only watch 1 or 2 videos to listen to and take notes on instead of all 4.
 - b. Notes outline with more specific questions and details to look for can be provided.
2. Student may hand write their notes and submit a picture of their notes.
3. Student may make a video or voice recording of their notes.

Materials Needed: Links to four videos, post in Google classroom, individual assignment for each student to type in.

Procedures

- I. Teacher will post the following on Google Classroom as an assignment. Teacher will make it so each student can have their own copy of the document to submit. See next page for post.
- II. Teacher will set submission date for the following day at 9am.
- III. Teacher will be on Google Meet from 10am-11am for office hours to answer questions and field any email questions during the day as well.

Focus Questions: How Can I Perform One Specific Accent?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to practice a specific accent and study important elements of that accent.</p>	<p>Performance Tasks: Student will choose one accent to study. Student will re-watch the provided video, and any additional videos they choose. Student will practice given phrases out loud.</p> <p>Criteria: - Student submits new notes sheet with 5-10 notes and observations on their specific accent.</p> <p>Documentation: 1 point for the chosen accent, 5 points for at least 5 notes. Feedback from teacher given to each student.</p>

Related Standards:

Massachusetts State Standards for the Arts: Theatre

1.10

Accommodations Relevant to the Lesson:

1. Time management, organization, processing, ELL:
 - a. Notes outline with more specific questions and details to look for can be provided.
2. Student may hand write their notes and submit a picture of their notes.
3. Student may make a video or voice recording of their notes.

Materials Needed: Links to videos, post in Google classroom, individual assignment for each student to type in.

Procedures

- I. Teacher will post the following on Google Classroom as an assignment. Teacher will make it so each student can have their own copy of the document to submit. See following page for post.
- II. Teacher will set submission date for the following day at 9am.
- III. Teacher will be on Google Meet from 10am-11am for office hours to answer questions and field any email questions during the day as well.

Accent Day 2: Choosing an Accent

Tuesday March 24th, 2020

Based on the videos you watched yesterday, **choose one accent** you want to focus on.

Watch the video again today and feel free to **watch any of these additional videos** to help you gain a better understanding of the accent. Practice saying the following phrases listed under your chosen accent out loud and **take notes on the key tricks** you need to do to achieve this accent.

Do you need to change your vowels? Do you need to speak quicker? Do you need to speak slower? What specific sounds do you need to change to use this accent?

If you would like to choose a different accent than the ones listed above, please email Ms. Llewellyn for permission.

Phrases to Try:

United States Southern:

- o I can't put my brown shoes on again.
- o 'Cause I said so.
- o Y'all come back now.
- o Y'all have to say grace before you eat.
- o I'm going to go run over here by the river.
- o I like eating donuts.

British:

- o Hello, my name is [your name].
- o I want to go to the party, Mother.
- o Stop that! I'm going to barf.
- o You better not be watching the telly.
- o I'll have a hat with a cat on it.

Australian:

- o Crickey! Are you seeing this crocodile in the water?
- o Go show her that I do like roses.
- o Where's the butter?
- o She's saying she wants to buy a new time teller.
- o I went to the library to give Mrs. Chickering a letter.

Irish:

- o Feel the top, is it warm? I don't know.
- o Top of the morning to you.
- o Did Mark get the car last night?
- o I like to ride my bike at 3:30.
- o It's quite far don't ya think? For Mike to be biking?

- o What on Earth are you Doing? I thought you were a hard worker.

Other Suggested Articles to Read or Videos to Watch:

United States Southern:

- o <https://wanderwisdom.com/travel-destinations/A-Guide-to-Southern-Accents>
- o <https://www.youtube.com/watch?v=rkxe-ZDhz-c>

British:

- o <https://www.speakmoreclearly.com/english-pronunciation-tips/learn-english-accent-using-12-phrases-audio-lesson>
- o https://www.youtube.com/watch?v=9UeBHb32msQ&list=PLzq3_KSDNgb8Wy5nbrrH9YQcd7cYqVk35&index=5
- o <https://www.youtube.com/watch?v=OYcaeDPILN8>

Australian:

- o <https://www.youtube.com/watch?v=bj05ICDL6Cc&list=PLkvBxZ4952-w90k1ZsK3SBM5aaslULAE&index=4>
- o <https://www.youtube.com/watch?v=Fp364ZUWdeM&list=PLkvBxZ4952-w90k1ZsK3SBM5aaslULAE&index=5>

Irish:

- o <https://www.youtube.com/watch?v=V9NKyBiu6FM>
- o <https://www.youtube.com/watch?v=nAfM8Qmz-A>

State the Accent You Choose Here:

Take 5-10 Specific Notes on the Accent Here:

Lesson 3, 4 /5

Focus Questions: How Can I Show My Understanding Through Creating a Teaching Tool?

Lesson Objectives	Assessment Strategy(ies)
Content Objective: Students will be able to create a “How To” guide for a specific accent that explains the key elements of successfully performing a chosen accent.	Performance Tasks: Students will create video or written “How To” guide. Criteria: - See rubric (appendix B) Documentation: Rubric with comments.

Related Standards:

Massachusetts State Standards for the Arts: Theatre

1.10

Accommodations Relevant to the Lesson:

1. Time management, organization, processing, ELL:
 - a. Student can provide an outline or a notes sheet instead.
 - b. A specific template can be provided and used by student (appendix C).
 - c. Students may do this as a group or pair project.
2. Student may hand write their notes and submit a picture of their notes.
3. Student may make a video or voice recording of their notes.

Materials Needed: Links to videos, post in Google classroom, individual assignment for each student to type in, post Boston Accent example pamphlet in Google classroom (appendix A).

Procedures

- I. Teacher will post the following on Google Classroom as an assignment. Teacher will make it so each student can have their own copy of the document to submit. See following page for posts for each day.
- II. Teacher will set submission date for Friday at 9am.
- III. Teacher will be on Google Meet from 10am-11am for office hours to answer questions and field any email questions during the day as well.
- IV. Teacher will post Boston Accent tips as a material in the classroom for students to use as an example or as a template. (Appendix A)

Accent Day 3 and Day 4: Creating a “How To” Guide

Wednesday March 25th, 2020 and Thursday March 26th, 2020

Based on the work you did yesterday, please create one of the following:

A How to Guide Video for speaking in the accent

- Video needs to be between 45-90 seconds long (can be longer if you want!).
- Video must start with you introducing what the accent is.
- Video must state your name.
- Video needs to have 2-3 tips for the accent.
- Each tip needs to have 2-3 practice words or phrases for the viewer to try.
- Provide an example of one character that would use this accent and why it important for them use that accent (character can be from a book, movie, play, musical, or made up example.)
- Creativity is always a plus!

A How to Guide Pamphlet for speaking in the accent

- Pamphlet needs to be at least one page long (can be longer if you want!).
- Pamphlet must have a header stating what the accent is.
- Pamphlet must have your name on it.
- Pamphlet needs to have 2-3 tips for the accent.
- Each tip needs to have 2-3 practice words of phrases for the reader to try.
- Provide an example of one character that would use this accent and why it important for them use that accent (character can be from a book, movie, play, musical, or made up example.)
- Creativity is always a plus!

All tips included must be accurate and proven so by an explanation, example, or demonstration!

How do you know if your tip is true?

- A. It was explained and demonstrated in one of the example videos.
- B. It was explained or demonstrated in another source I provided for you, or you checked with me.
- C. You check the tip with me first so I can help make sure you are on the right path!

If you would like help in creating your “How To” Guides, you can:

- Re-watch the recommended videos
- Re-read the recommended articles
- Look at the example provided.

- Email Ms. Llewellyn.

On Friday, you will be posting your creation in the Google Classroom Stream so others can try out your tips!

Please see the attached for an example and a template if you need inspiration.

Accent Day 4 Posting

Thursday March 26th, 2020

Hello Everyone! How are your “How To” guides going? I see some of you have already made and submitted yours and some of you are still working. Any place you are at right now is FINE.

Just a reminder- with each new assignment you have to hit the SUBMIT button when you are done.

Still working? Here’s what I recommend you do today:

- Spend some time reviewing the teaching videos so you feel prepared to make your own guide.
- Review the notes that you took on day one! You all took such great detailed notes.
- Reach out to a friend who is also taking Drama right now and ask them for advice.
- Look at the example of a pamphlet attached to this post.
- Email Ms. Llewellyn for help!

Already done? Here’s what I recommend:

- Review your work
- Compare your work to the example and the criteria listed in the assignment description- did you hit all the marks?
- Practice the accent with someone at home or out loud by yourself.

Best of luck! I’m very excited to read and watch all of your helpful tips.

Lesson 5/5

Focus Questions: How do my peers perform other accents? What can I learn from my peers on how to perform an accent?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to teach others how to do their accent AND students will learn how to do other accents from their peers.</p>	<p>Performance Tasks: Students will post their “How To” guide to the Google stream and comment on at least 3 projects.</p> <p>Criteria:</p> <ul style="list-style-type: none">- Student posted their project to the stream.- Student commented on at least 3 other projects.- At least 3 of the projects that the student commented on were accents they did NOT choose.- The comments were constructive, positive, and noted something specifically helpful from the “How To” guide. <p>Documentation: 2 points for each comment. Maximum points earned: 6.</p>

Related Standards:

Massachusetts State Standards for the Arts: Theatre

5.10

Accommodations Relevant to the Lesson:

1. Anxiety, bullying, or other social needs
 - a. Student may not post their project for peers to see. They will still comment on other projects.
 - b. Place students in self-chosen groups to look at SPECIFIC projects of specific peers and submit comments via a provided Google Doc.
2. Student may hand write their comments and submit a picture of them.
3. Student may make a video or voice recording of their comments.

Materials Needed: Links to videos, post in Google classroom, individual assignment for each student to type in.

Procedures

- V. Teacher will post the following on Google Classroom as an assignment. Teacher will make it so each student can have their own copy of the document to submit. See following page for post.
- VI. Teacher will make sure to stress that all guides must be posted by 9am and all comments are due by 3:15pm.

Accent Day 5: Sharing Our “How To” Guides

Friday March 27th, 2020

What you need to do today:

- Step 1: Post your video or pamphlet on the Google Classroom Stream.
- Step 2: Choose an accent you did not study. Click on a classmates’ “How To” video or pamphlet for that accent and study it.
- Step 3: Write a comment on their “How To” Guide and write about how the guide helped you with the accent.
- Step 4: Repeat steps 2 and 3 for two more accents that you did not study.
- Step 5: Check that you also submitted your “How To” guide under the Classwork tab.

Appendix

A.)

Quick Tips for a Boston Accent

Tip #1: Ah!

When Bostonians pronounce the sound of “a”, it sounds more like an “ahw”, like the sound in the word “tonic”, the aw, with a little bit of an “h” in it. For example:

Hard → hahd

Yard → yahd

Aunt → ahwnt

Boston → bahston

Practice saying the words above out loud. Can you think of any others?

Tip #2: What do I Do with My “R’s”?

R’s are a very important part of the Boston accent.

1. When “r” is the last letter in a word- **get rid of it!** If it is easier to visualize for you, take out the “r” and add an “h”. For example:

jar → jah

car → cah

soldier → soldjah

butter → buttah

Try the above examples out loud!

2. Sometimes, when a word ends in the letter “a”, some may **add an r**. For example:

Pizza → pizzer

Soda → soder

Salsa → salser

Try the above examples out loud!

Tip #3: The Tempo

Bostonians are always in a hurry, so they speak INCREDIBLY fast. Speed up the tempo on your words. (Hot tip: dropping all those “r’s” at the end of your words will help you out with this! Less letters, less to say!)

Try saying the following phrases quickly while also using the “ah” and dropping your “r’s”!

Park the car in the Harvard Yard.
My mother bought some butter from across the Charles.
How are you?

Just for Fun Tip: Add “wicked” into all your sentences!
That was wicked awesome!
That car is wicked fast.

Example of a Character:

In the 2011 movie *Footloose*, main character Ren McCormack has a Boston accent the whole movie. This is important because he is currently living in the south, surrounded by people with southern accents. His Boston accent both shows that he is not from there (and is from Boston) and highlights the fact that he is different from everyone in this new, small town.

B.)

Accent “How To” Guide Rubric

Name:

	Points
Tips for the Accent (5) The video or pamphlet had at least 2 tips for how to the accent. All tips and tricks included were accurate, as proved by an explanation, example, or demonstration.	
Practices Words and Phrases (4) For each tip given, there was a practice word or phrase given that: - Helped show the rule - Helped a reader/viewer practice the rule	
Character Example (4) Student provided a character example. Student explained why having this accent was helpful to the character or plot the character was a part of.	
Length (3) The video was at least 45 seconds long. OR The Pamphlet was at least one full page in length.	
Identify Your Name & Accent Chose (2) The video included you stating your name and the chosen accent. OR The pamphlet had your name on it and clearly stated the chosen accent.	
Project Was Submitted on Time (2) Project was submitted by 9am on Friday onto the Classroom Google Stream.	
Comments	
Score:	/20

C.)

Title of How to Guide

Tip #1: “Clever introduction to the Tip”

Describe what needs to be done in your own words.

Provide examples in a written format of how to pronounce specific words using the tip

Hard → hahd

Yard → yahd

Aunt → ahwnt

Boston → bahston

Practice saying the words above out loud. Can you think of any others?

Tip #2: “Clever introduction to the Tip”

Describe what needs to be done in your own words.

Provide examples in a written format of how to pronounce specific words using the tip

Hard → hahd

Practice saying the words above out loud. Can you think of any others?

Tip #3: “Clever introduction to the Tip”

Describe what needs to be done in your own words.

Provide examples in a written format of how to pronounce specific words using the tip

Hard → hahd

Practice saying the words above out loud. Can you think of any others?

Ideas of tips that may be helpful to ANY accent:

- *The tempo: how fast or slow is the accent?*
- *The rhythm: does the accent sound singsong like or not? Does it have a certain inflection at the end (like how you sound when you ask a question?)?*
- *The vowels: take a look at specific vowels. Do they say all vowels longer than normal? Are their “a’s” different? Are there “i’s” different?*
- *The consonants: What happens with the “r’s” in the words? What happens when a word ends in “ing”? What happens when a word ends in “er”? What happens when there is a “tt” in the middle of a word? Do consonants at the end of words get hit hard or are they soft and barely heard? What about at the beginning of words?*

- *Other tricks: Are there certain words people with this accent use all the time? Should you position your mouth or tongue a certain way that may help you sound more accurate?*

Example of a Character:

In **[specific movie/book/play/musical]** the character **[name]** uses a **[name of accent]**.
This is important because...

Examples:

1. It shows where they are originally from, which may be different than where they currently are, and highlights something important about the character.
2. It shows where they currently live, which is important because something about this location is crucial to the character or plot.
3. It shows the time period they are in.