

Day 4: Scene Three

Objective:

Today the students will work first on the class activity examining the use of slang. After the activity the students will be ready for reading Scene Three from Wolfe's novella, *The Lost Boy*. After the in-class readings the students will answer comprehensive questions and work on the writing assignment.

Standard Goals:

Comp Goal 1: The learner will apply enabling strategies and skills to read and write.

1.01, 1.02, 1.03, 1.04, 1.05

Comp Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09

Comp Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

3.01, 3.02, 3.03, 3.05, 3.06

Comp Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.

4.01, 4.02, 4.03, 4.05, 4.06, 4.07, 4.08

Comp Goal 5: The learner will apply grammar and language conventions to communicate effectively.

5.01, 5.02, 5.03, 5.05, 5.06, 5.07, 5.08, 5.09

Length: ~ 1 hour. (Longer if writing assignment is done in class)

Materials:

Play of the *Lost Boy* **Scene 3** (In Play Folder)

Discussion Questions for **Scene 3** (In Play Folder)

Phone (1)

Post Cards to Thomas Wolfe from W. O. Wolfe (7)

Blank Post Cards (30)

Procedures:

1. Begin today talking about slang.
 - What is slang?* Dictionary.com states that slang is a very informal usage in vocabulary and idiom that is characteristically more metaphorical, playful, elliptical, vivid, and ephemeral than ordinary language.
 - Ask the students to give examples of slang words they use everyday, ie. *Hit the road*. Ask the students, *if they think Thomas Wolfe used slang in his writing?*
2. Read the following passage from Scene 2: (passage on next page and on USB port if you would like to put on overhead)

I'll vow! If you children don't sit down and rest you'll be worn to a frazzle before we ever get to see St. Louis and the Fair

- What is meant by "I'll vow!"? What is "worn to a frazzle"?
- Do we use these terms today? What would we say today?

3. Read the following passage from Scene 3: (passage on next page and on USB if you would like to put on overhead)

Would you like Grover to 'set you up'? If you say Grover and say it right, I'll take you to King's Highway and 'set you up' to ice cream...

- What does he mean by 'set you up'?
- Do we use that term today?
- Why do you think Thomas Wolfe used slang in his writing?

2. Hand out script for Scene 3 and assign roles to the students. There are 6 speaking parts in Scene 3.
3. Have the 'actors' read the scene aloud while the rest of the class reads along. Have them keep a look out for slang terms used by Thomas Wolfe.
4. After the reading is finished, go through the discussion questions with your class. (Questions found in Play Folder)
5. Have a discussion with your class about communication in 1904.
 - What types of communications were available to the Gants in 1904?
Phone, letters, postcards, newspapers...
 - How would people in Asheville have known that Grover had died?
Most would have seen the obituary in the Asheville Gazette-News newspaper (copy of obituary is on USB drive)

Writing Assignment:

Although, newspapers were a great communication tool, sending letters and postcards were still the best way to keep in touch with family and friends. In the trunk are copies of the post card sent to Tom from his Father in 1911. On the USB drive is a scan of this 1911 postcard and 2 other postcards sent to various family members to view and examine as a class.

In small groups examine the copies of the postcard sent to Thomas Wolfe from his father in 1911. It was written by W.O. while on vacation in Pennsylvania. Postcards were a cheap and easy way to communicate with people at home while the image on the post card can actually show the location.

What are some things that stand out about the postcard? How much did the stamp cost? When was it written? Can you read what it says?

May 11, 1911

Dear Tom. I am on the Historic field of Gettysburg. Where was mangled much of the best blood of our nation both north and south. I hope you are studying hard and helping mama. Will be home soon, Poppa.

Using the blank postcard, make and write a postcard about a vacation. Use the blank side for a picture or cartoon and the other side for your message and the address of who you will send the card. It can be of a place you've visited before, or a place you would like to go. The postcard needs to talk about what you have or want to see. Make sure others can read what you write.

Adaptations/ Extensions:

Please feel free to adapt the materials and information in the trunk to best fit your class.

Start putting the finishing touches on the Personal Narrative paper at the pace fit for your students.