

Let's Try One!

At the dawn of history, its morality was not questioned; it was simply a fact, like drought or diseases-the manner in which tribes and then civilizations sought power and settled their differences.

- What about this sentence's meaning makes it a good sentence to deconstruct using the Juicy Sentence protocol?
- What kind of structure in the text would you want to identify in a mini-lesson for students to practice?

Directions to Accompany slide titled: "Let's Try One:"

Introducing the Sentence

1. Show the slide "Let's Try One"
2. Read the sentence chorally with participants
3. Direct participants to copy the sentence on their handout. This will draw their attention to each of the details of the sentence (capitals, punctuation, spelling, etc.).



Determining the Meaning

1. Direct participants to write what they think the sentence means. Having participants focus on the meaning of the sentence before they focus on the grammar supports the idea of reading to understand first
2. Direct participants to write down other things they notice in the sentence. This is not an extended grammar lesson. Ideally they may identify a dependent clause or other grammatical elements or complex vocabulary.
3. Direct participants to turn and talk with a partner about the meaning of the sentence and the grammatical elements they noticed.
4. Call on several participants to discuss and get a group consensus about the meaning. If needed, guide participants with supporting questions to help them determine that the sentence is about war existing from the beginning of time.
 - a. Ask, "What does 'at the dawn of history' mean?" and "How do you know?"
 - b. Ask, "What does 'mortality' mean?" "And what's being referred to?" Have participants go back into the text and reread the previous sentence. [War]
 - c. Share: Obama says, "it was simply a fact, like drought or disease" What is he comparing? After the discussion has elicited an appropriate meaning, write a model of what the sentence means on the juicy sentence chart paper, chalkboard, or whiteboard. Encourage the participants to use synonyms rather than just restating the sentence (i.e., Life and death happens and is accepted, it's how people got power and resolved their problems).

Identifying and Discussing Grammatical Elements (sentence opportunities). This sentence provides the opportunity to **focus on the passive voice** used by Obama throughout the speech which is considered grammatically incorrect in many places but used by choice. This is going to be your mini-grammar lesson.

1. Call on two or three participants to find out what else they noticed. If someone mentions passive voice, you are on your way. If not, continue with the following:
 - a. Ask "President Obama says 'morality was not questioned' - who did not question?"
 - b. Point out to the participants that this is passive voice. Obama does not say "no one questioned morality" or "Leaders did not question morality" – He says morality WAS NOT questioned.
2. Direct participants to **take two minutes** to identify and underline any examples that they think may be passive voice throughout the speech: (some will be killed; its morality was not questioned; civilians are spared from violence; just war was rarely observed; wars have been fought; billions have been lifted; more civilians are killed; future conflict are sewn, etc.).

Standards Institute Grades 9-12 Juicy Sentence Directions Day 3

3. Ask the participants why they think Obama decided to use passive voice so consistently throughout the speech?
 - a. Look for the following answers:
 - In the context of this speech, accepting the Nobel Peace Prize, diplomacy and global leaders are considered. Perhaps Obama does not want to award blame throughout his speech
 - Authors use language intentionally, including passive voice.
 - b. Note a moment about equity here: passive voice can be used to manipulate as well. 'Students were killed in the riot' is much different than saying 'Police killed students during the riot.' One suggests no blame, and the other is explicit. Understanding passive voice helps you get a sense of where the writer or speaker is coming from.
4. Share: How does the passive voice work? Grammatically, the passive voice is a sentence in which a noun is acted upon rather than acting. This construction often allows politicians to *acknowledge* wrongdoing without explicitly assigning blame for that wrongdoing. "Mistakes were made" is commonly used in politics, for example, as a sly way to avoid saying, "I made mistakes." Throughout history, there have been many times politicians used passive voice to deflect blame.

Participants Write

1. Have participants write a sentence in passive voice where they don't want to blame someone for something uncomfortable. Then have them rewrite the sentence in active voice.
2. Partner and discuss the impact of each.