

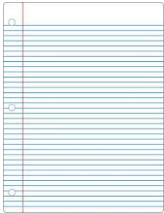
Wednesday

September 11, 2013 (9.11.13)

Materials



Composition Book
+ Pen or Pencil



Paper (for quiz)

Agenda

Time Estimate

Activity

5-7	Warm Up
10-15	Quiz #1
5-7	Notes: Tone & Mood
20-25	Teams: Practice Passages / MMM

Announcements

- Today is **Early Release Day**; school ends at 1:45 pm.

Warm Up

September 11, 2013 (9.11.13)

Volume-O-Meter: 0 (Silence)

Time: 5 Minutes

Word Part of the Day:

hex / sex - six

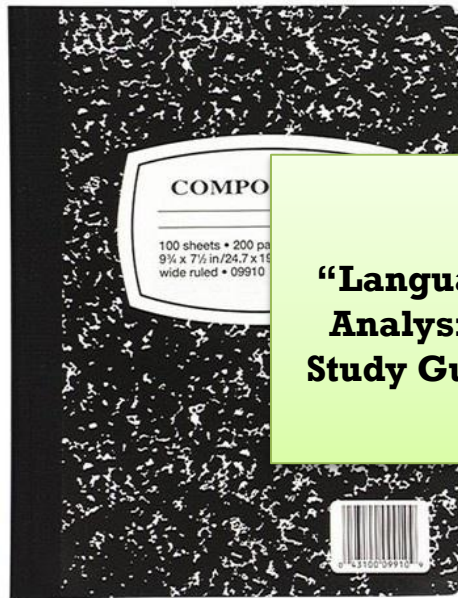
1. Write down the word part of the day and its definition. Now, brainstorm and write down as many words as you can that contain that word part.
2. Give the *connotative meaning* of the following words:
 - a. Glad
 - b. Joyous
 - c. Gleeful
 - d. Ecstatic

Quiz #1

Directions:

- Use **Sheet of Paper**
- Volume-O: 0** during quiz
- 10 minutes** to complete the Quiz
- Shortest answer** possible
- Use your **Notebook** if needed

Transition



**“Language
Analysis”
Study Guide**



Study Guide

The BIG Question:

How can an author's words manipulate the emotions of a text?

Key Text(s):

Concept 1:

Formalist Criticism

- 1. What is literary criticism?**
- 2. How is formalism different from other criticisms?**

Concept 2:

Denotation & Connotation

- 3. How does denotation differ from connotation?**
- 4. How can a word mean more than just its definition?**
- 5. How do certain words influence the tone or mood of the passage?**

Vocabulary

Literary criticism, formalism

Vocabulary

Denotation, connotation, "hot words," tone, mood

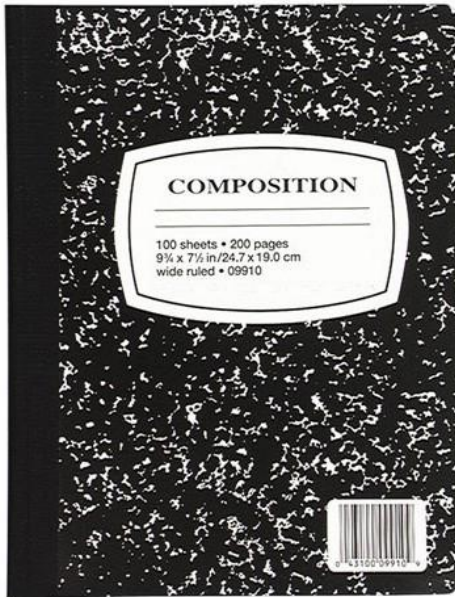
Concept 3:
**Descriptive & Figurative
Language**

Concept 4:
Rhetorical Devices

Vocabulary

Vocabulary

Transition



Notes

From Words to Passages

- AICE exam is not just words
- 1 ½ to 2 page passage
- You must:
 1. Read
 2. Select words with deep connotations
 3. Write a composition that explains those connotations



Developing “Hot Word” Sense

T A K E N O T E S

- Spiderman has “spider-sense”
- You must develop “word sense” when a word strikes you as being deeply connotative
- Takes practice!
- Words and connotations will vary from person to person!
- Nouns, verbs, adjectives, adverbs are great places to start
- Later on → metaphors, similes, etc.



Tone vs. Mood

T A K E N O T E S

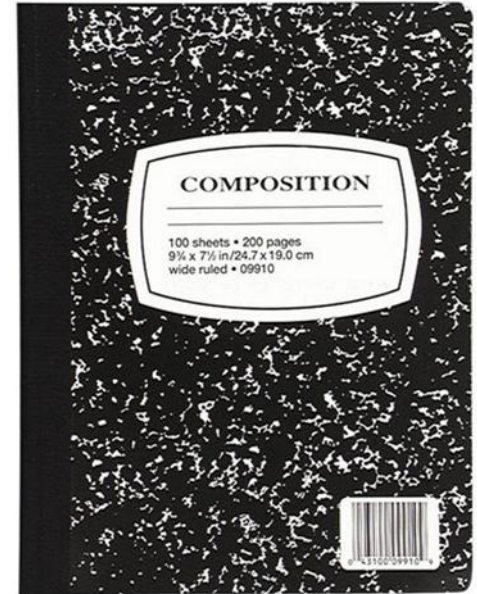
- Almost all passages/stories use words on purpose
- The purpose?
 - Reveal the tone of the author or influence the mood of the reader
- Tone: the attitude the author has about the subject of the passage
 - Apathetic, sarcastic, pessimistic, optimistic, etc.
- Mood: the feeling the reader gets while reading
 - Sad, Romantic, Angry
- Tone and mood can be the same, although not very often.



Let's Practice

Directions (Vol: 3):

- Hampton will show and read a passage aloud
- In Comp. Notebook your team will select 3-5 words (or phrases) and explain their possible connotations:
 - Left: Word
 - Right: Connotations
- BONUS: Take a guess how certain words affect tone or mood.**



Passage #1 (from *His Last Bow*)

A S S I G N M E N T

It was nine o'clock at night upon the second of August--the most terrible August in the history of the world. One might have thought already that God's curse hung heavy over a degenerate world, for there was an awesome hush and a feeling of vague expectancy in the sultry and stagnant air. The sun had long set, but one blood-red gash like an open wound lay low in the distant west. Above, the stars were shining brightly, and below, the lights of the shipping glimmered in the bay.

The two famous Germans...looked down upon the broad sweep of the beach at the foot of the great chalk cliff. They stood with their heads close together, talking in low, confidential tones. From below the two glowing ends of their cigars might have been the smoldering eyes of some malignant fiend looking down in the darkness.

Passage #2 (from *Grapes of Wrath*)

A S S I G N M E N T

To the red country and part of the gray country of Oklahoma, the last rains came gently, and they did not cut the scarred earth. The plows crossed and re-crossed the rivulet marks. The last rains lifted the corn quickly and scattered weed colonies and grass along the sides of the roads so that the gray country and the dark red country began to disappear under a green cover. In the last part of May the sky grew pale and the clouds that had hung in high puffs for so long in the spring were dissipated. The sun flared down on the growing corn day after day until a line of brown spread along the edge of each green bayonet. The clouds appeared, and went away, and in a while they did not try any more. The weeds grew darker green to protect themselves, and they did not spread any more. The surface of the earth crusted, a thin hard crust, and as the sky became pale, so the earth became pale, pink in the red country and white in the gray country.

Passage #3 (from *Pillars of the Earth*)

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The small boys came early to the hanging.

It was still dark when the first three or four of them sidled out of the hovels, quiet as cats in their felt boots. A thin layer of snow covered the little town like a new coat of paint, and theirs were the first footprints to blemish its perfect surface. They picked their way through the huddled wooden huts and along the streets of frozen mud to the silent marketplace, where the gallows stood waiting.

The boys despised everything their elders valued. They scorned beauty and mocked goodness. They would hoot with laughter at the sight of a cripple, and if they saw a wounded animal they would stone it to death. They boasted of injuries and wore their scars with pride...they would run miles to see bloodshed; and they never missed a hanging.