

## Core Curriculum Standards

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### Reading Literature: Key Ideas, and Details

- RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

### Reading Literature: Craft, and Structure

- RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

### Reading Informational Text: Craft and Structure

- RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### Writing: Texts Types and Purposes

- W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### Writing: Production and Distribution of Writing

- W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Research to Build and Present Knowledge

- W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## Lesson Goals

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### Outcomes

Students will be able to pick out words that convey tone.

### Themes, Issues, and Concepts

anger, resolution of anger, frustration, importance of expressing feelings

### Literary Terms

Tone, rhyme, plot, metaphor

### Materials

“Anger” by Charles Lamb

Poetry On Their Terms (2013 edition)

“Listen” by Teandra Wilkins

“Who Are You?” by John Smith

Poetry on Our Terms (2015 edition)

“No More” by Nia Williams

Tone Handout

Tone Words Handout

SchoolTube (optional)

Writer’s notebooks (optional)

# DAY TWO | Tone

## Lesson Plan

PAGE 1

### **DO NOW** (5 minutes)

Review the students' ideas about what poetry is from the Lesson One.

### **WHOLE GROUP** (20 minutes)

Have students read "Anger," and ask them to underline any words they don't understand. After they have finished reading, have a discussion about the troublesome words, and ask for volunteers to help explain the words. In particular for poetry, every single word is important; therefore, knowing what all the terms is important. Improving vocabulary gives students greater resources to express themselves through words and express what feelings, thoughts, or emotions they want to convey.

#### **EXTRA — The Importance of Word Choice**

Show students the importance of word choice by asking them to explain the differences between feelings, thoughts, or emotions. These words may seem similar at first, but they are not the same. Note: Another good poem that would pair well with "Anger" is "A Poison Tree" by William Blake. (refer to SchoolTube)

#### ***Explain the following:***

1. Tone is the attitude a writer takes toward a subject. Poets establish tone through their choice of words and use of details.
2. One example of tone would be when you send a text to someone that you meant to be funny, but the person receiving it thought you were being serious. Another example is that you know you are in trouble with your parent when she/he has a certain tone in her/his voice.
3. In order to figure out the tone of a poem, one can look at the choice of words used in the poem.

#### ***Pass out the Tone Words Handout***

This handout is useful to give students more ways to describe a tone with more descriptive words and avoid ones that are too basic (Ex.: "The tone is sad.") This handout helps them to be more specific and to learn new words at the same time. For more words go to [goo.gl/LRKgh5](http://goo.gl/LRKgh5).

Ask students to underline other words that might suggest a tone. Ask why they underlined the words that they did. Why/how do those words convey tone?

### **PARTNER/SMALL GROUPS** (15 minutes)

Continue underlining tone words using either "Listen" or "Who Are You?" or "No More". The poem not chosen will be used next for students to analyze individually.

**INDEPENDENT** (10 minutes)

With the poem that wasn't used with the partner's section, have students underline tone words, then discuss their findings with the class.

**REFLECTION** (10 minutes)

Ask the students to discuss the following: How do you deal with anger at another person? Using evidence from the poems, explain how it is similar or different to Blake's narrator, or the narrator in "Listen" or "Who Are You?". Do you usually explain to the person you're angry at why you feel that way? Or do you let your anger get away from you, like with Blake's narrator?

Have a conversation with the students about what they wrote about, what discoveries they made about themselves, and how what they've written could be made into a poem.

**HOMEWORK**

In their writer's notebook, have students write about discoveries they made about themselves from their answers in the reflection section, and how what they've written could be made into a poem.

# Anger

by Charles Lamb (1775–1834)

Anger in its time and place  
May assume a kind of grace.  
It must have some reason in it,  
And not last beyond a minute.  
If to further lengths it go,  
It does into malice grow.  
'Tis the difference that we see  
'Twixt the serpent and the bee.  
If the latter you provoke,  
It inflicts a hasty stroke,  
Puts you to some little pain,  
But it never stings again.  
Close in tufted bush or brake  
Lurks the poison-swelled snake  
Nursing up his cherished wrath;  
In the purlieux of his path,  
In the cold, or in the warm,  
Mean him good, or mean him harm,  
Whensoever fate may bring you,  
The vile snake will always sting you.

# Listen

by Teandra Wilkins (7GP Winner, 2013)

Should I listen?

Should I listen if you're the one who caused me scarring pain?

Should I listen to your problems?

Should I listen to your tortured mind?

Should I listen to your broken heart?

Should I even listen to the words that leave your mouth?

Should I listen to your weeping soul, if you're the one who caused me sorrow?

Should I listen to your tears, if you caused my misery?

Will I listen to your depression, if you caused me to be depressed?

Will you listen?

Will you look into my fiery eyes, and stop with the trash that flows  
out of your mouth?

Will you look into my raging heart, and see the pain you have caused me?

Will you look into my infuriated mind?

Which made it stream with pain?

Do you think that the garbage that rains from your mouth helps you?

My angry, raging, furious, infuriated mind is about to burst into a big destruction.

The depths of my despair will only hurt you, but me even more.

Will you stop?

Is your heart just an empty void, that hasn't been created yet?

Is your brain an empty thoughtless tunnel?

is your spirit as dark as space without a star in sight?

Will you change your mindset for others to serve?

Will you change your heart so someone won't think the words that come  
out of your mouth are true?

Will you just change?

# Who Are You?

by John Smith (7GP Winner, 2013)

Who are you to tell me how to be me?  
How are you going to tell me to be me  
    you don't know how I feel  
    you say you know but you don't  
Who are you to tell me how to be me?  
you haven't seen what I've seen, felt what I feel  
Who are you to tell me how to be me?  
you have no relation to what has happened to me and my family  
    Who are you to tell me how to act?  
    you don't know my life and how I live it  
    Who are you to tell me how to act?  
saying that I need to take anger out of the picture  
    Who are you to tell me how to feel?  
    When I feel unloved and left out...  
        who are you?

# No More

by Nia Williams (7GP Winner, 2015)

You whisper peace  
But you scream war  
Well, we are here to say, "No more"

You say, "Don't fight"  
But you raise your fists to the sky  
Well, we are here to say, "No more"

You promised it would end  
But then...  
*Boom! Pang!*  
Another bomb lands  
And then comes the pain

You promise to dry them  
But you ignore our tears  
Why say you will help us  
When you're the root of our fears?

We say, "No more"  
But you don't seem to hear us  
We knock on opportunity's door  
But it never opens

No more...  
Words with so much meaning  
Mean little to you...  
You never make peace  
when you say you will,  
But you make war  
wherever you can

We have stomped, shouted, and said, "*No more*"  
But still you do not listen  
Well, once again we say to you, "NO MORE"



NAME \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_

## **Tone — Response to “Anger”**

HANDOUT PAGE 1

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**1. How do you think the author feels about expressing anger?**

**2. What words does the author use to convey these feelings?**

**3. What tone (or attitude) comes through in this poem?  
How does the tone progress/develop throughout the poem?**

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_

## **Tone — Response to “Listen”**

HANDOUT PAGE 2

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**1. How do you think the author feel towards the “you” mentioned in the poem?**

**2. What words does the author use to convey those feelings?**

**3. What tone (or attitude) comes through in this poem?  
How does the tone progress/develop throughout the poem?**

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_

## **Tone — Response to “Who You Are?”**

HANDOUT PAGE 3

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**1. How do you think the author feel towards the “you” mentioned in the poem?**

**2. What words does the author use to convey those feelings?**

**3. What tone (or attitude) comes through in this poem?  
How does the tone progress/develop throughout the poem?**

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ DATE \_\_\_\_\_

## **Tone — Response to “No More”**

HANDOUT PAGE 4

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**1. How do you think the author feel towards the “you” mentioned in the poem?**

**2. What words does the author use to convey those feelings?**

**3. What tone (or attitude) comes through in this poem?  
How does the tone progress/develop throughout the poem?**

# Tone = Author's Attitude

*A special thank you to Rachael Phillips for providing 7GP with this list.*

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<b>POSITIVE</b>	Admiring	Compassionate	Excited	Laudatory	Self-assured
	Adoring	Complimentary	Exhilarated	Light	Sentimental
	Affectionate	Conciliatory	Expectant	Lively	Serene
	Appreciative	Confident	Facetious	Mirthful	Silly
	Approving	Contented	Fervent	Modest	Straightforward
	Bemused	Delightful	Flippant	Nostalgic	Sympathetic
	Benevolent	Earnest	Forthright	Optimistic	Tender
	Blithe	Ebullient	Friendly	Passionate	Tranquil
	Calm	Ecstatic	Funny	Playful	Whimsical
	Casual	Effusive	Gleeful	Proud	Wistful
	Celebratory	Elated	Hilarious	Reflective	Worshipful
	Cheerful	Empathetic	Interested	Romantic	Zealous
	Comforting	Encouraging	Introspective	Sanguine	
	Comic	Euphoric	Jovial	Scholarly	

<b>NEGATIVE</b>	Abhorring	Cold	Disappointed	Hopeless	Psychotic
	Acerbic	Conceited	Disliking	Hostile	Sarcastic
	Ambiguous	Condescending	Disrespectful	Impatient	Sardonic
	Ambivalent	Confused	Doubtful	Inflammatory	Scornful
	Angry	Contemptuous	Embarrassed	Insecure	Selfish
	Annoyed	Curt cynical	Enraged	Lethargic	Sinister
	Antagonistic	Demanding	Fearful	Mocking	Solemn
	Anxious	Depressed	Forceful	Nervous	Suspicious
	Apathetic	Derisive	Foreboding	Ominous	Tense
	Apprehensive	Derogatory	Frantic	Outraged	Threatening
	Belligerent	Desolate	Furious	Paranoid	Uneasy
	Biting	Despairing	Gloomy	Patronizing	Wry
	Bitter	Desperate	Greedy	Pedantic	
	Blunt	Detached	Haughty	Pensive	
	Bossy	Diabolic	Holier-than-thou	Pretentious	

<b>NEUTRAL</b>	Commanding	Objective	Unconcerned
	Direct	Questioning	Understated
	Impartial	Speculative	
	Meditative	Unambiguous	