

Core Curriculum Standards

Reading Literature: Key Ideas and Details

- 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.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Reading Informational Text: Integration of Knowledge and Ideas

- RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Writing: Texts, Types and Purposes

- W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.
- W.7.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Speaking and Listening: Comprehension and Collaboration

- 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.
- SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue.

Adapted from:

Scott, Gary. "Tone and Mood" Our English Class. WordPress, n.d. Web. 26 June 2013.

<<http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/tone-and-mood/>>.

DAY SIX | Mood

Lesson Goals

Outcomes

Students will build on their previous knowledge about mood in order to distinguish mood from tone. They will learn what tone means, and the significance of both mood and tone in relation to poetry. Understanding mood and tone will also show them the connection between an author and the reader.

Materials

Colored pencils

SchoolTube, YouTube

Tone Words Handout from Day 2

Mood Words Handout

“Bullet” by William Keller or “Haters” by La’Nesha Clark, 7th Grade Poetry Foundation, (2011).

Poetry On Our Terms (2014 Edition) “Ripples” by Bridget Dawson (98)

Poetry On Our Terms (2015 Edition) “The Dark Cloud” by Hope McCabe (32)

“Do Not Go Gentle into that Good Night” by Dylan Thomas Handout

“Spirits of the Dead” by Edgar Allan Poe Handout

“Alone” by Maya Angelou

Writer’s notebooks

DAY SIX | Mood

Lesson Plan

PAGE 1

DO NOW (5 minutes)

In their writer's notebook, ask students to free write on these questions:

1. Name a song(s) that has made you very emotional—made you angry, made you cry, made you energetic, etc.?
2. Why did the song make you feel that way?

WHOLE GROUP (20 minutes)

Explain to your class that today's lesson will be expanding on what we know about tone. Today's lesson is all about mood, which is how the reader feels when they read someone's work. Another way to explain it might be that mood is the atmosphere of the text (like mood lighting). The freewriting they did today is an example of mood. You listen to a song, and it made you feel a certain way. The singer may or may not have intended you to feel that way, but you did. It may be helpful to write on the board:

Tone=Author

Tone= Author's Attitude

Mood=You

Mood= Your (the reader's) Feelings.

Pass out the **Mood Words Handout** for students' reference. As with the Tone Words Handout, students can get stuck with not knowing the right words to describe mood. You might find it fun/useful to add words that are not on the handout that your students come up with (the same goes for the **Tone Words Handout**).

View the **Mary Poppins Trailer**. One is the original; the second has been edited to appear like a horror film. After watching the trailer, the class will discuss the mood and tone of each trailer, and how content, music, setting, etc. can change how the audience feels (mood) about it. The class will also discuss how they (the students) felt about each one.

Original Trailer on SchoolTube: <http://bit.ly/oORsrV>

Scary Trailer on SchoolTube: <http://bit.ly/ApKGq5>

Pass out "Haters" by La'Nesha Clark, "Bullet" by William Keller, "Ripples" by Bridget Dawson, or "The Dark Cloud" by Hope McCabe. Have a student read the poem(s) out loud. Together with the students, explain any words they don't understand. Afterward, circle words that convey tone that might give us a hint to what the author's attitude is toward the subject of the poem. Next, ask students what they personally felt when they heard/read the poem. Did it remind them of anything they experienced? Maybe they felt angry when they read "Haters," but the author seems triumphant.

EXTRA — Videos of "Bullet" and "Ripples"

Watch William read "Bullet": <http://www.7gp.org/william-bullet>

Watch Bridget read "Ripples": <http://www.7gp.org/bridget-ripples>

DAY SIX | Mood

Lesson Plan

PAGE 2

PARTNERS/SMALL GROUPS (15 minutes)

Pass out the Dylan Thomas, Edgar Allan Poe, and Maya Angelou handouts (each student only gets one). Pair students up with other students with the same poem, and have them read the poem, discuss its meanings and any words they don't understand, and circle the words that convey tone.

INDEPENDENT (10 minutes)

By themselves, they will use colored pencils to turn their poem into a piece of art that depicts their mood when they read the poem.

REFLECTION (10 minutes)

Students will share their artwork with the class. They will explain why the words they circled are tone words, and what inspired their artwork. Is the author's tone similar or different to the reader's mood?

HOMEWORK

Have students find a song/poem that made them feel angry, sad, inspired, or happy. In their writer's notebook, have them list tone words for this song/poem as well as why they personally felt the way that they did.

Ask them to consider what makes them feel certain ways and consider writing a poem for *The 7GP Contest* with one of those emotions in mind.



Remind students this is their chance to write a poem for the contest. They are the author and they can choose any topic and any style. Winning poems are due and must be submitted to 7GP no later than January 29, 2016.

Mood = Emotional Effect

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

POSITIVE

Amused	Energetic	Liberating	Satiated
Awed	Enlightened	Light-hearted	Satisfied
Bouncy	Enthralled	Loving	Sentimental
Calm	Excited	Mellow	Silly
Cheerful	Exhilarated	Nostalgic	Surprised
Chipper	Flirty	Optimistic	Sympathetic
Confident	Giddy	Passionate	Thankful
Contemplative	Graceful	Peaceful	Thoughtful
Content	Harmonious	Playful	Touched
Determined	Hopeful	Pleased	Trustful
Dignified	Hyper	Refreshed	Vivacious
Dreamy	Idyllic	Rejuvenated	Warm
Ecstatic	Joyous	Relaxed	Welcoming
Empowered	Jubilant	Relieved	

NEGATIVE

Aggravated	Discontented	Heartbroken	Morose	Somber
Annoyed	Distressed	Hopeless	Nauseated	Stressed
Anxious	Drained	Hostile	Nervous	Suspenseful
Apathetic	Dreary	Indifferent	Nightmarish	Tense
Barren	Embarrassed	Infuriated	Numb	Terrifying
Brooding	Enraged	Insidious	Overwhelmed	Threatening
Cold	Envious	Intimidated	Painful	Uncomfortable
Confining	Exhausted	Irate	Pensive	Vengeful
Confused	Fatalistic	Irritated	Pessimistic	Violent
Cranky	Foreboding	Jealous	Predatory	Worried
Crushed	Frustrated	Lethargic	Rejected	
Cynical	Futile	Lonely	Restless	
Depressed	Gloomy	Melancholic	Scared	
Desolate	Grumpy	Merciless	Serious	
Disappointed	Haunting	Moody	Sick	

Bullet

by William Keller (7GP Winner, 2012)

On the streets of Saint Louis I reign
gangbangers get hit by me everyday
choose wisely, for if you make the decision to fire,
you can't call me back
I cut the air swiftly toward a new target,
screams from parents when I am inside their child's body
I make you want to fight and survive,
but it's not that easy,
I kill the enemy with cold passion, with no consequences.
I am the bullet

Haters

by La’Nesha Clark (7GP Winner, 2011)

Sometimes I get tired of all the haters
They try to judge you all the time
They don’t want you to be successful
Or even have any hope at times
The world is full of haters
They don’t like you when you’re smart
Or when you are friendly
Or even just plain old nice
The world is full of haters
Now don’t take this the wrong way if you’re not a hater
Just stay who you are
But if you are a hater and you know who you are
You can take this up down and all around
You can take it any direction you want
Just try not to be a hater for very long
Haters I suggest that you take it this way
If you hate on someone they take good from it
They are happy they have haters
It means they are very successful in life
Haters make us famous

Ripples

by Bridget Dawson (7GP Winner, 2014)

Drop a stone into the water
In a moment it is gone
But there are a hundred ripples
Circling on and on and on.
Say an unkind word this moment
In a moment it is gone
But there are a hundred ripples
Circling on and on and on
Say a word of joy and splendor
In a moment it is gone
But there are a hundred ripples
Circling on and on and on

The Dark Cloud

by Hope McCabe (7GP Winner, 2015)

There is a dark cloud just waiting for me.
It's over my head and under my feet;
it's just waiting for me.
I try to ignore the people
who drag me down.
I try to resist the dark cloud.

As the roots consume my heart
the dark cloud grows as I fall apart.
I keep my feelings locked up inside;
not good enough to tell.
People never forgive you, but
they forgive the dead.

Pain and sorrow is all I know;
it's like being trapped in the rain.
I wish I could arise and make the pain go away.
My suffering is connected to the world,
but I'm the only one who can feel it.

My body dies, the anger builds,
the clouds merge, and the road breaks apart.
I try to laugh and smile, but they take it away.
A smile on my face is not for them to gain.

When my heart breaks, I feel myself dying.
I try to keep up my appearances
and have a winning life.
Finally, as I start to live,
I realize that I have it nice.

It's just a matter of time,
people realize life has meaning.
The hate, the love,
the connection, the feeling.

Do Not Go Gentle Into That Good Night by Dylan Thomas (1914–1953)

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.

And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

Spirits of the Dead

by Edgar Allan Poe (1809–1849)

I.

Thy soul shall find itself alone
'Mid dark thoughts of the grey tombstone;
Not one, of all the crowd, to pry
Into thine hour of secrecy.

II.

Be silent in that solitude,
Which is not loneliness- for then
The spirits of the dead, who stood
In life before thee, are again
In death around thee, and their will
Shall overshadow thee; be still.

III.

The night, though clear, shall frown,
And the stars shall not look down
From their high thrones in the Heaven
With light like hope to mortals given,

But their red orbs, without beam,
To thy weariness shall seem
As a burning and a fever
Which would cling to thee for ever.

IV

Now are thoughts thou shalt not banish,
Now are visions ne'er to vanish;
From thy spirit shall they pass
No more, like dewdrop from the grass.

V.

The breeze, the breath of God, is still,
And the mist upon the hill
Shadowy, shadowy, yet unbroken,
Is a symbol and a token.
How it hangs upon the trees,
A mystery of mysteries!

Alone

by Maya Angelou (1928–2014)

Lying, thinking
Last night
How to find my soul a home
Where water is not thirsty
And bread loaf is not stone
I came up with one thing
And I don't believe I'm wrong
That nobody,
But nobody
Can make it out here alone.

Alone, all alone
Nobody, but nobody
Can make it out here alone.

There are some millionaires
With money they can't use
Their wives run round like banshees
Their children sing the blues
They've got expensive doctors
To cure their hearts of stone.
But nobody
No, nobody
Can make it out here alone.

Alone, all alone

Nobody, but nobody
Can make it out here alone.

Now if you listen closely
I'll tell you what I know
Storm clouds are gathering
The wind is gonna blow
The race of man is suffering
And I can hear the moan,
'Cause nobody,
But nobody
Can make it out here alone.

Alone, all alone
Nobody, but nobody
Can make it out here alone.