



ELA Virtual Learning

7th Grade ELA

April 30th, 2020



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Lesson: April 30th, 2020

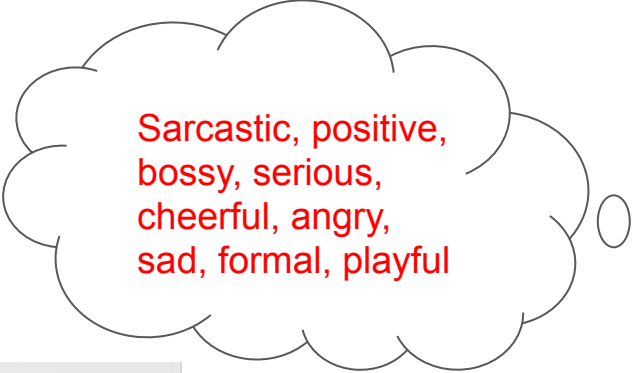
Objective/Learning Target:

I can:


- Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how specific word choices contribute to meaning and tone.
- Write responses using complete sentences with standard spelling, punctuation, and grammar.

Learn:

Tone is the attitude of the narrator towards events and other characters in the story. It's created by the author through word choice.



Sarcastic, positive,
bossy, serious,
cheerful, angry,
sad, formal, playful



“It’s not what you said.
It’s how you said it.”



Author/Narrator

Tone is created by word choice

Word choice - aka Diction

DICTION	SYNTAX
<ul style="list-style-type: none">• word choice• stylistic manipulation of words• connotation/denotation• figurative language<ul style="list-style-type: none">– metaphor– imagery– hyperbole• oxymoron	<ul style="list-style-type: none">• order of words in sentence• stylistic manipulation of grammar• polysyndeton• asyndeton• anaphora• epistrophe

DICTION

Diction refers to the author's choice of words. The perfect word is clear, concrete, and exact. In other words, it says exactly what you want it to say, is specific, and creates just the picture you see in your mind.

- A character doesn't just *look* for something; she *rummages*, *strains*, *observes* or *glares*.
- › An author doesn't "show" or "use" an author "illustrates", "ignites", and "creates"
- › Adjectives, Adverbs, Verbs
- A thesaurus is one of the best tools.

As you read the story, pay attention to diction and tone.

What words or phrases help you understand the story's tone? Make a list of the words that help identify the tone/author's attitude.



Diction practice: Using your knowledge of the underlined words and the context of the sentences, answer each question below on a piece of paper or a Google doc. [Click here](#) for the story.

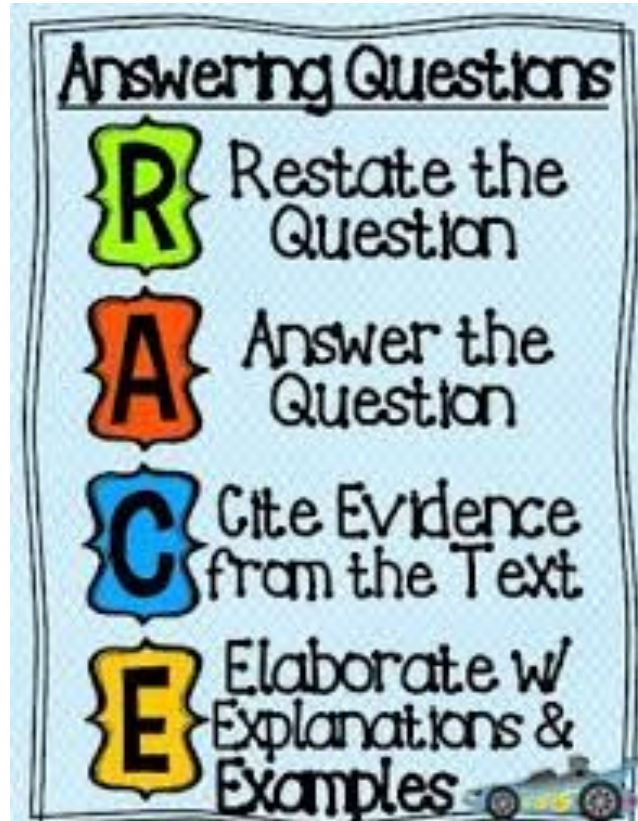
1. What might Rifka have done to distract the guards?
2. If Nathan had emerged from under the burlap bags, what might have happened?
3. Why had the family huddled in Tovah's cellar through the night?
4. Aside from a desire to join his family, why might Nathan have deserted his regiment?
5. Why might the peasants ransack homes that have been deserted?
6. Why did Rifka consider shutting Tovah out of the cellar a reasonable precaution?

Let's think about the questions from the practice page:

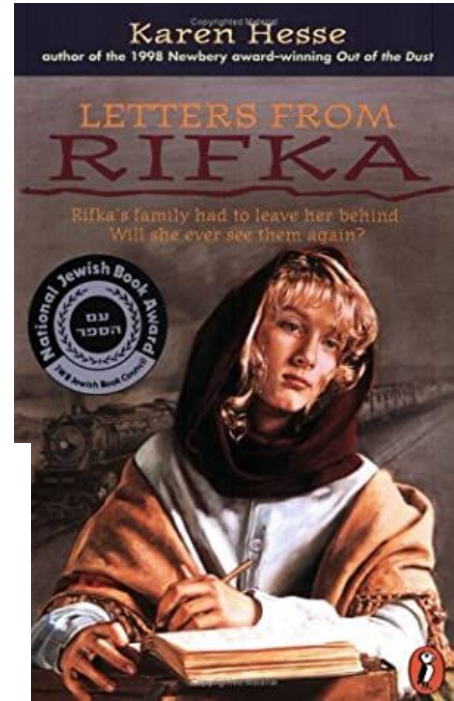
1. Rifka might have distracted, or drawn the guards' attention away from her family by asking them a question. This would have given her family time to hide.
2. If Nathan had emerged, or come out from under the bags, the guards would have brought him back to his regiment and killed him as a warning to others who might think about escaping.
3. The family huddled, or gathered together in the cellar so that they could secretly plan their escape.
4. While Nathan really wanted to be with his family again, he probably also abandoned his regiment because of the terrible things he had to endure in the Russian Army.
5. Peasants, or poor laborers go through and ransack homes that have been deserted because they have very little and can make money or use what they find in the homes that families have left behind.
6. Rifka considered keeping Tovah out of the cellar as a reasonable precaution because it meant Tovah would not be an accomplice to the crime in case guards came to the house.

Learn (continued):

- Use the RACE strategy to write your answer to questions asking you to make an inference:

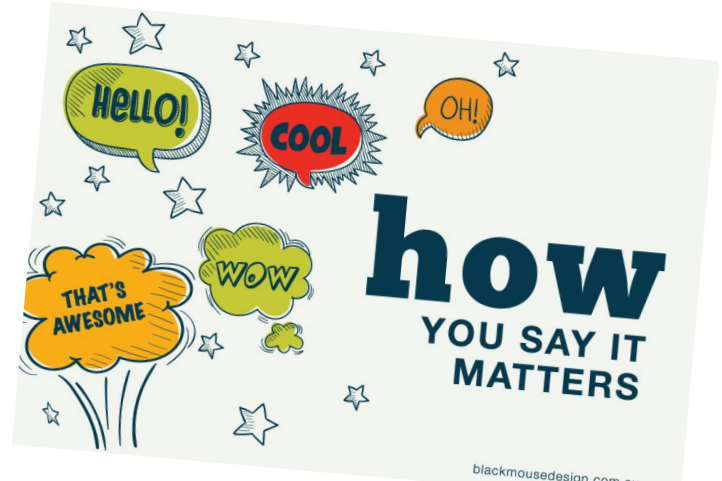
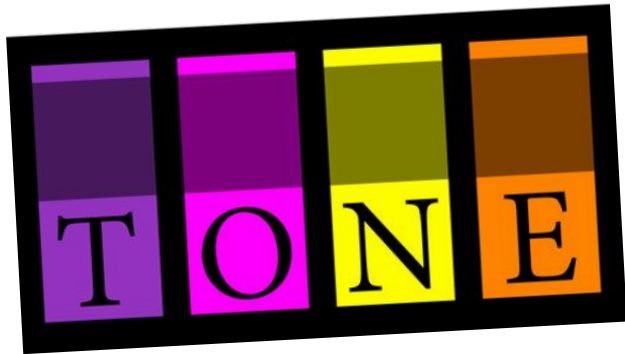


Reread “Letters from Rifka” by Karen Hesse [Click here](#).
Before you start reading, look over the question on the next slide.



Using a piece of paper or Google doc, answer the question below.

As you reread the story, you should create a list of words and phrases that help you understand the tone of the story (slide 6). Looking at the list you've created, what is the narrator's tone? How do you know? Answer in RACE format.



Practice Answer Key:

(Answers will Vary)

- Check your answers to make sure it meets the following criteria:
 - Did you write in complete sentences?
 - Did you use standard conventions (spelling, punctuation, grammar)?
 - Did you answer the question?
 - Did you support and explain your answer using details from the article

Sample Proficient Answer:

- 1.) The narrator's tone in *Letters from Rifka* is one of fear as well as relief. The letters are to Rifka's cousin as she retells the dangers her family has experienced. Therefore, she includes how scared she felt in the moment, but also how happy she is as she's writing the letter and out of harm's way. For example, at the beginning of the letter Rifka says, "We made it!" This shows the relief she feels now that her family has made it past the guards. However, in the fourth paragraph of the letter she states, "I stood alone outside a boxcar, my heart knocking against my ribs." She adds in words and phrases like "alone" and "heart knocking against my ribs" to display her fear to the reader.

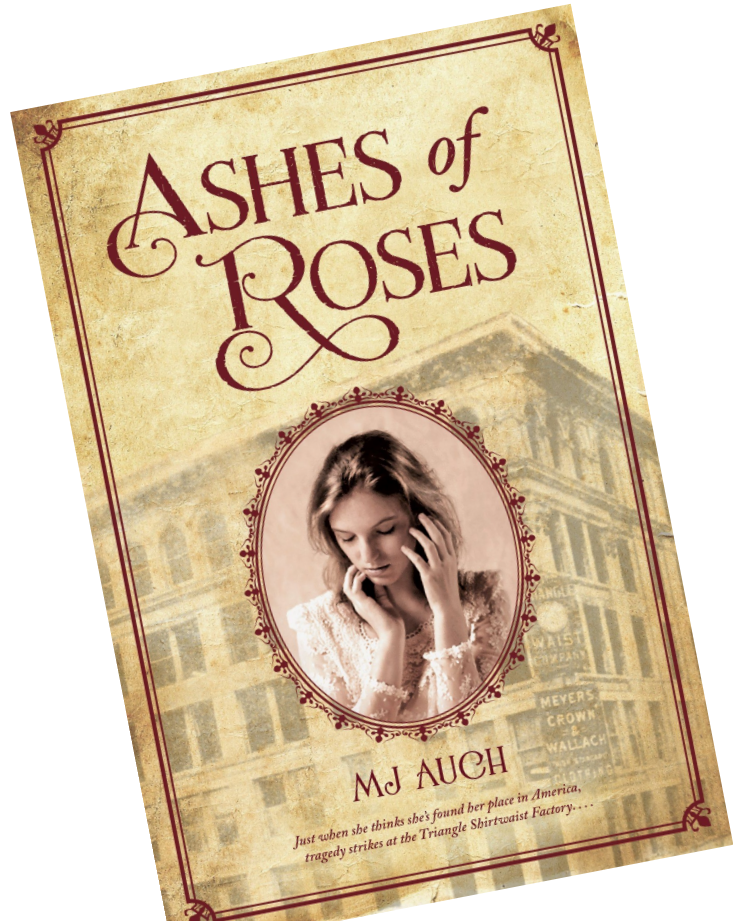
If you would like to learn more:

[Click here](#) to learn more about Russian and Jewish immigrants to the USA during the 1900s.

[Click here](#) for a link to more information on the Russian Empire from 1800-1920.



If you want to learn more...additional resource/activity:



If you would like to listen to this book that we would be reading in class, click the link here:

[ASHES OF ROSES](#)

Independence School District teachers recorded themselves reading the chapters we would read in class. [With permission of the publisher](#), we are able to share this content with you until June 2020. After that, the link will have to be taken down.