



ELA Virtual Learning

8th Grade

**Analyzing Literature for Meaning &
Tone**

April 30, 2020



8th Grade ELA

Lesson: April 30, 2020

Objective/Learning Target:

- I can analyze how a writer's word choice and sentence structure contribute to meaning and tone.
- Write responses using complete sentences with standard spelling, punctuation, and grammar.

Warm Up

On a blank sheet of paper, answer the questions about the boxed citation below in a complete sentence format:

“But I tell you, they've all been given out,’ she [librarian] said, glaring at me [medical student] from beneath an enormous snarl of dark hair, like a fierce animal caught in a bush. How many students had already pestered her for bones this evening” (Sanders)?

1. How does the librarian feel about the medical student?
2. How do you know how she feels?
3. What kind of character is the librarian?
4. How do you know what she's like?



Warm Up **Answers**



“But I tell you, they've all been given out,’ she [librarian] said, glaring at me [medical student] from beneath an enormous snarl of dark hair, like a fierce animal caught in a bush. How many students had already pestered her for bones this evening” (Sanders)?

1. How does the librarian feel about the medical student? **She's annoyed or irritated.**
2. How do you know how she feels? **Because the author used the words like “glared” and “pestered”. She has been bothered multiple times too.**
3. What kind of character is the librarian? **She is portrayed as mysterious.**
4. How do you know what she's like? **She “glared” at the med student, she has dark hair that she hides under, and the author compared her to “a fierce animal in a bush” revealing she might not be someone to mess with.**

How did you do on the warm up?



If you answered the questions correctly, then you did fantastic! You picked up on the author's tone and what he was trying to portray to the readers.



If you didn't do so well, that's ok! It just means you need some practice. No worries, you'll get there!

Learn

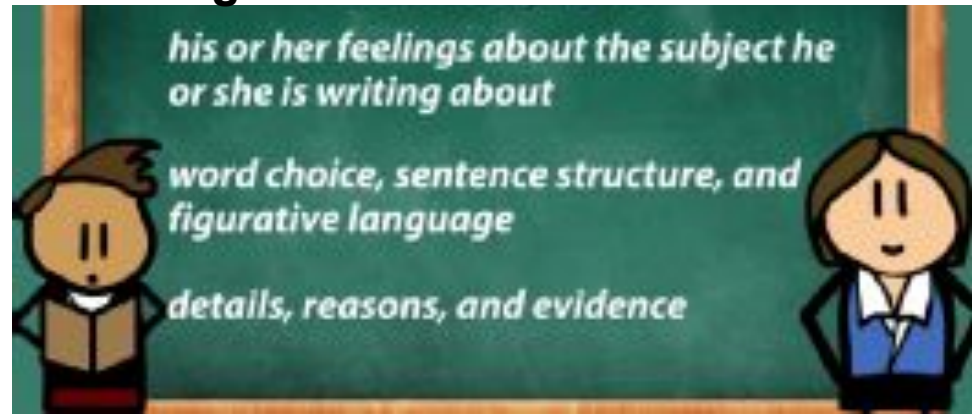
Look at these images to aid you in your understanding of tone.



Tone indicates the writer's mood, voice, and attitude. Often an author's tone is described by adjectives, such as: cynical, depressed, sympathetic, cheerful, outraged, positive, angry, sarcastic, prayerful, ironic, solemn, vindictive, intense, excited.



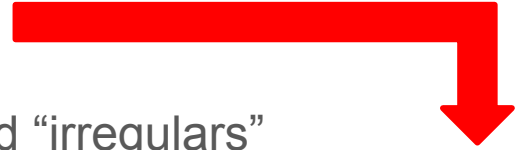
You find **TONE** by analyzing the following in the author's work:



Learn: Getting Started

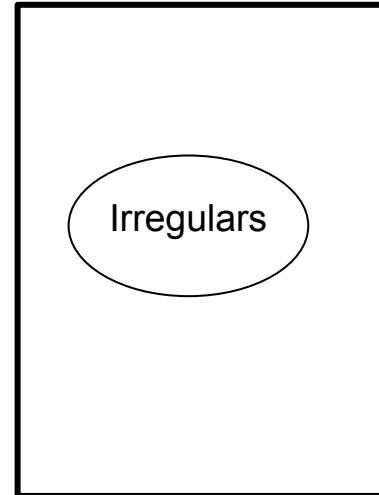


While reading “The Anatomy Lesson” by Scott Sanders, you’ll need another blank sheet of paper to create a concept map. In the middle of the page, put the word “Irregulars” in a circle like this:



As you read, you’ll notice the author focuses on the word “irregulars” in the beginning and then continues to highlight anything that is different or out of the norm. Therefore, write down anything that seems or is associated with being “irregular”, different, or out of the norm.

You can access “The Anatomy Lesson” using this [LINK](#).



Learn Answer Key



*Answers will vary, but here are a few things that may be present on your page.

Bone box is different from the rest

Extra bones

Bones in the bone box

Box for “restricted use”

Damaged skeleton

Crate was dingy

Old model

Librarian wearing gloves

Irregulars

The way the bones fit together

The way the librarian looks

Freakish creature

The skull of the bones

Librarian staring at med student

Triangle of eyes

Hoax

Librarian is turning into an alien

She has two palms Visions

Med student is turning into an alien too

Learn continued...

On the back of your concept map, write a 2-3 sentence summary of “The Anatomy Lesson”.



Back

Summary:

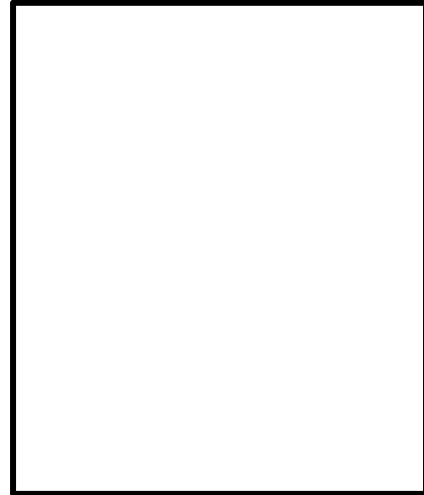
Learn continued...Answer

On the back of your concept map, write a 2-3 sentence summary of “The Anatomy Lesson”.

Summary: When a medical student goes to the anatomy library to study for an exam, the librarian gives him a set of “irregulars”, or alien bones. Once he’s assembled the skeleton, he approaches the librarian as he believes it is all part of a hoax. However, she informs him that the bones are indeed real, that she is turning into an alien, and he is too since he assembled the bones.



Back



Practice



Continuing on the back of your concept map under the summary, write a paragraph that uses at least **two** pieces of evidence from the text and addresses the following prompt:

Due to the author’s use of “irregular” bones, how does that affect the tone of the short story?

**You may want to consider how the word “irregular” is used in the story and what other words you, or others around you use, that could have the same effect. As well as what effect does the word “irregular” have on the librarian? Does it bother her? Why or why not? How did the medical student refer to the “irregular” skeleton?*

Answer Key



Scott Sanders' use of the word "irregular" portrays a disturbing tone as it is used to represent how the bones are different or abnormal in comparison to the normal human skeleton structure. For example, when the medical student asked the librarian for "irregulars" because she was out of the others, he, "pounced on it with one hand and with the other signed a borrower's card. 'Old model?' I inquired pleasantly. She did not smile" (Sanders). It is important to notice that the librarian was offended by his disgust of the bones and that he, unknowingly, referred to her as something that wasn't as good as everyone else because she is turning into the alien. This would be similar to when someone goes to purchase an item at a store. The shopper picks the undamaged box over the damaged one even though the item inside is the same. Later in the story, after the librarian reveals her newly-changed alien hand, the medical student, "flinched away. Skeletons were shattering in my mind, names of bones were fluttering away like blown leaves" (Sanders). The character's actions reveal that he is disgusted by her appearance and has trouble looking at her because she isn't normal. Just like when someone avoids eye contact or conversing with a person who has Down's Syndrome because they are unsure how to interact with them. Ultimately, by the author referring to the bones as "irregular" and the medical student's actions, readers are left feeling disgusted, shocked, or appalled by anything that is considered different.

Additional Resources

Often tone is confused with mood as they are very similar. However, they are different. It's all about perspective. Check out this infographic to further aid your understanding of tone and the difference between tone and mood.

*Better viewed in "Present" mode.

TONE

VS

MOOD

Both the tone and the mood are elements that are used by authors in literary works. When you understand the tone and the mood of the text that you're reading, it's a lot easier for you to understand the purpose and the theme of it, as well as to appreciate the style and the work of the author.

MEANING

- The TONE is the feeling or the atmosphere that the author has set in his story.
- The tone depends on what the author himself feels towards the setting or the character, and what he wants us to feel.

TONE WORDS

- He was quite humorous, and I liked that about him.
- The prisoners who escaped are violent and dangerous.
- She got what she wanted by dint of pleading and threatening.
- He was very cautious about committing himself to anything.

MEANING

- The MOOD is the feeling or the atmosphere that the reader gets when he is reading the story.
- The mood depends on what the reader feels.

MOOD WORDS

- I am hopeful that she will come tomorrow.
- He couldn't get to sleep because he was too excited.
- Small children are often very trustful.
- He had three pretty, vivacious daughters.



To sum up, you can understand the tone of a text when you look at the words that the writer has used. On the other hand, the mood that a text creates has to do with what you as a reader feel when you read what the author has written.