***The Glass Castle-* Tone Assignment**

Partners’ Names:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     and     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 1: Analyzing the Scene**

**Learning Goal:**

*I will demonstrate my understanding of the story through a summary so that I can identify the tone later on.*

**Process:**

1. In partners, select a memorable scene from the novel to focus on.
2. Using the ‘Analyzing the Scene’ graphic organizer provided, summarize the plot details with your partner.

★ This work will be formatively assessed.

**Task 2: Understanding and Applying Tone in Writing**

**Learning Goals:**

*I will analyze the text features and forms that develop tone so that I can choose a tone to align with a new character.*

*I will demonstrate my understanding of tone and characters by rewriting a memorable scene.*

**Process:**

Using your ‘Understanding and Applying Tone in Writing’ graphic organizer, plan and then rewrite this scene from another character’s perspective.

1. **Analyze the character’s attributes**: general attitude, level of intelligence, personal and social awareness, values, beliefs, fears, dreams etc.
2. Look at your analysis and **choose a tone** that you think best reflects his or her character. Use the list of tone words on the website as a starting point.
3. **Decide how you will develop a specific tone that is representative of this person** through the use of structure, diction (connotations) and figurative language. Jeannette uses metaphors, subtle language with loaded words, and structure to get her real point across. What does your character use?
4. **Re-write your selected scene from a new perspective, with a new tone.** The scene should be maximum 2 typed pages in length, size 12 font, double spaced, and should be written in the memoir style (first person narration, natural dialogue, heavy imagery, etc.)

★ Your re-written scene will be evaluated and is due on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 2- Understanding and Applying Tone in Writing****Evaluation:**

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| --- | --- | --- | --- | --- |
| **Learning goals as marking criteria:** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Reading- Understanding form and style:**  *I have selected an appropriate tone to reflect my character’s voice.* | Selected tone is sophisticated and highly reflective of character. | Selected tone is good and suits the character for the most part. | Selected tone is somewhat reflective of the character. | Selected tone is limited. Tone does not truly reflect the character. |
| **Reading for Meaning:**  *I have demonstrated a deep understanding of the story by including many accurate and specific details. I have not altered or embellished the original plot, characters, conflict, setting etc.* | Writing demonstrates a high degree of accuracy and understanding of the story. | Writing demonstrates a considerable degree of accuracy and understanding of the story. | Writing demonstrates some degree of accuracy and understanding of the story. Some details were inaccurate/ excluded/ exaggerated. | Writing demonstrates a limited degree of accuracy and understanding. Many details were inaccurate/ excluded/ exaggerated. |
| **Writing- Applying Language Rules:**  *I can communicate my ideas effectively in writing using proper writing mechanics (spelling, grammar, punctuation and sentence structure).* | Writing mechanics are flawless! | Very minor errors in writing mechanics. | Some major errors in writing mechanics that sometimes interfere with comprehension. | Many major errors in writing mechanics that often interfere with comprehension. |
| **Writing- Using Knowledge of Form and Style:**  *I can organize and adapt my writing into the style of a memoir (first person single narration, raw dialogue, heavy imagery, reflective style and subject matter).*  *I can develop a specific tone in my writing through structure, diction and figurative language.* | Writing adapts to the memoir style and incorporates memoir characteristics with a high degree of effectiveness.  Specific tone is established with a high degree of effectiveness; tone is always supported with diction, figurative language, and structure. | Writing incorporates many characteristics of the memoir style.    Considerable tone developed; tone is supported for the most part with diction, figurative language and structure. | Writing incorporates some characteristics of the memoir style.    Tone is somewhat developed; tone is somewhat supported with diction, figurative language and structure. | Writing incorporates a limited degree of the memoir characteristics and style.    Tone is limited; tone lacks diction, figurative language and structure. |
| **Learning Skills:** | Collaboration \_\_\_\_\_\_ | | | |

**Comments:**

**Task 3: Making Media Connections in an Oral Presentation**

**Learning Goals:**

*I will strengthen my understanding of the tone and social issues within The Glass Castle by comparing and contrasting it with a media text.*

*I will develop my oral communication skills so that I can speak effectively to an audience.*

**Process:**

**Find a media text that connects to the social issue** (already identified in your graphic organizer) addressed **in your chosen scene**. For example, commercials, news articles, music videos, movie clips, print ads, websites, PSA’s etc. (3 minutes at most).

With your partner, **compare and contrast the media text’s portrayal** of the issue to that in your **scene** from *The Glass Castle* through a **6-8 minute oral presentation.**

Analyze the media’s portrayal of this issue closely by answering these questions:

1. What is the purpose of this media text?
2. To whom is this media text targeted?
3. What is the message or main idea of the media text? How is this message conveyed? Consider: colours, imagery, headlines, slogans, setting, font, language (diction)
4. What tone or mood is established in the media text?
5. **How does the depiction of the social issue in the media text compare to the depiction of the issue in *The Glass Castle*** (similarities and/or differences in tone/mood and message). Be sure you are making multiple connections between the two texts and thoroughly explaining them.

**Your presentation should...**

* briefly identify and explain the scene from *The Glass Castle* that you have chosen
* answer all of the above questions
* include visuals - the actual media text you have selected (clip, the image with an explanation, the article with key points highlighted etc.) and any additional slides to emphasize your points
* include a clear and effective introduction and conclusion
* be a polished presentation that thoroughly analyzes the media text (don’t just list off answers to the questions, make a presentation out of it)

★ Your oral presentation will be evaluated and the date of the oral presentation is:

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**Task 3: Making Media Connections in an Oral Presentation Evaluation:**

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| --- | --- | --- | --- | --- |
| **Learning goals as marking criteria:** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Oral- Speaking to Communicate:**  *I can use appropriate speaking skills to communicate effectively with an audience.*  *Skills:*   * *Appropriate volume and clarity through enunciation* * *Natural pace* * *Consistent eye contact* * *Natural body gestures that exude confidence and comfort*   *I can organize my ideas into an effective presentation. My presentation is 6-8 minutes in length, has a clear agenda (beginning, middle and end)  and integrates visual aids throughout.* | Volume and enunciation enhance clarity.  Very effective pace with natural pauses.  Excellent eye contact throughout.  Non verbal cues demonstrate a high degree of comfort and confidence.  Excellent organization demonstrated throughout. | Volume and enunciation are effective.  Pace is natural and effective for the most part.  Good eye contact throughout.  Non verbal cues show considerable comfort and confidence.  Considerable organization demonstrated throughout. | Volume and/ or enunciation are sometimes effective.  Pace is sometimes too quick or unnatural.  Some eye contact, yet more consistent eye contact is needed.  Non verbal cues show some discomfort and/ or disorganization.  Some organization. | Volume and/ or enunciation are limited.  Pace often interferes with communication.  Limited eye contact. Speaker relies heavily on written prompts.  Non verbal cues show much discomfort and disorganization.  Limited organization. |
| **Understanding of Media Text:**  *I can identify the purpose, audience, and message within my media text.* | Sophisticated understanding of media text.  Correctly identifies and thoroughly explains tone/ mood of text. | Good understanding of media text.  Correctly identifies and explains tone/ mood of text. | Some understanding of media text.  Identifies and somewhat explains tone/ mood of text. | Limited understanding of media text.  Identifies and explains tone/ mood of text with limited effectiveness |
| **Understanding of Media Forms, Conventions and Techniques:**  *I can identify and explain how the mood and tone are created in a media text by referring to specific features.* | Analyzes media with a high degree of effectiveness: many significant  features highlighted and explained | Analyzes media with considerable effectiveness: many features highlighted and explained | Analyzes media with some effectiveness: some features highlighted and explained | Analyzes media with limited effectiveness: few features highlighted and explained |
| **Reading for Meaning:**  *I can extend my understanding of the story by making sophisticated connections...* | Makes many meaningful connections between the two texts and thoroughly explains connections. | Makes meaningful connections between the two texts and explains connections. | Makes some connections between the two texts and somewhat explains connections. | Makes limited connections between the two texts with limited explanation. |
| **Learning Skills:** | Collaboration: \_\_\_\_\_\_\_\_ | | | |

**Comments:**