SESSION 20
(2 days)

Author’s Tone and Mood

What Do I Wish to Accomplish in this Session?

➢ Explore Author’s Tone and Mood by utilizing visuals
➢ Show the difference between tone and mood by working with poetry for clarification
➢ Further explore Author’s Tone and Mood by introducing the Good versus Scary Versions of Mary Poppins
➢ Continue Vocabulary Development

What Materials Are Needed?

✓ Attention Grabber Cartoons: Day One © Day Two ©

✓ Pictures (INSERT 20-A, 2 pages) for the board

✓ Copy for teacher of the Excerpts of words/settings and how they relate to MOOD (INSERT 20-B)

✓ Copies of Author’s Tone and Mood sheet (INSERT 20-C) for every student’s Forever File

✓ YouTube video about Mood and Tone: http://youtu.be/jDUhDV-7250

✓ Copies of Mood Words (INSERT 20-D) for every student

✓ Copies of Tone Words (INSERT 20-E, 2 pages), copied front and back, for every student

✓ Video about the background of Edgar Allan Poe http://www.biography.com/people/edgar-allan-poe-9443160

✓ Copies of The Tell-Tale Heart story (INSERT 20-F) for students and the board

✓ Copies of The Tell-Tale Heart Worksheet (INSERT 20-G)

(continued)
✓ YouTube video – the reading of *The Tell-Tale Heart*:
   http://www.youtube.com/watch?v=2LNjgv5p3Ek

✓ YouTube video – the GOOD version of Mary Poppins – the movie trailer:

✓ YouTube video – the SCARY version of Mary Poppins:
  http://www.youtube.com/watch?v=2T5_OAGdFic

✓ Vocabulary List
Discussion and Details – Day One

- Attention Grabber Cartoon, Day One, is to share the notion that not everyone likes what they read. Some people may think that the story they are reading needs a little something extra to make it better!

- Open the class discussion about MOOD – ask students how they feel when they know a holiday break is approaching...how about when a school break is over...on their birthday...the day after a big ball game or attending a dance event?

- Define MOOD – M for “Me” - *It’s the feeling the reader gets when reacting to words, pictures, or sounds when listening to music or watching a movie.*

- Hand out copies of the Author’s Tone and Mood sheet, Mood Words, and Tone Words (*INSERTS 20-C, D, and E*)

- Discuss Author’s Tone and Mood (*INSERT 20-C*) -- Description of Tone and Mood only.
  *(Wait on Purpose and Point of View – we will revisit these in a few days.)*

- Have students review the Mood Words sheet (*INSERT 20-D*) – note positive versus negative. Have them put a dot (·) next to those they don’t understand and then clarify them in a class discussion.

- Have students flip the Mood word sheet over and draw two lines (one horizontal in the center and vertical in the center) creating four squares. Number the squares 1, 2, 3, and 4.

- Now show Pictures (*INSERT 20-A*) one at a time on the board. As each picture is shown, have students draw a face representing how they feel when they see that picture – one face per box.

- When done, have them flip the sheet back over and select two mood words per picture and write the words next to their drawing in the box.

- Have some students show their pictures – have students compare with one another and see how the pictures made the class feel overall.

- Now, as the teacher, read the different Excerpts (*INSERT 20-B*). Discuss how setting (time and place) influences MOOD. How does each excerpt make you feel?


- Now discuss TONE words (*INSERT 20-E*) and ask students what NEUTRAL means.

- If time permits, hand out *The Tell-Tale Heart* story and worksheet (*INSERTS 20-F and 20-G*). You will be introducing Edgar Allen Poe via YouTube video found on Day Two. *If you have more time left today, the video is about 4 minutes long.*
Discussion and Details - Day Two

- Discuss Attention Grabber Cartoon, Day Two: Fun to reflect back on the Making Inferences session, while also discussing the mood of this child as the story is read to her. It also makes for a great discussion on making connections!

- Hand out *The Tell-Tale Heart* story and worksheet ([INSERT 20-F and G]), if not done the day before.


- Have students put *The Tell-Tale Heart* story ([INSERT 20-F]) in front of them and instruct them to listen and follow along while the story is read. Remind them that this is the continuation of the same short excerpt read back when discussing the Insert Strategy in Session 18 (if you covered this Session). If you’d like to work on annotating, this is a good time to have students underline or circle mood and tone words as the story is read. They can also mark other things like words they don’t understand, phrases they find confusing, etc.

- Now put *The Tell-Tale Heart* worksheet ([INSERT 20-G]) on the board and have students place their copy in front of them.

- Share a touch of background about the story before beginning…Narrator living with older man in an Old Mansion, Old Man has wild eye…

- You can either read the story aloud as the teacher, OR play the YouTube video of the reading of *The Tell-Tale Heart* by Edgar Allan Poe, keeping the story in written form on the board. It’s often good to just have the sound of the YouTube video going, but have them follow along with the written version (for those who are more visual learners). The story may not be told exactly as written, but it’s close: [http://www.youtube.com/watch?v=2LNjgv5p3Ek](http://www.youtube.com/watch?v=2LNjgv5p3Ek)

- Stop occasionally, pointing out the use of short sentences, setting words, repetition of words, and discuss the Tone of the story.

- Remind students to continue to jot down words for TONE and MOOD on their chart if you are not having them annotate.

- After the story is completed, as a class, decide the life lesson, list imagery that creates the tone, and have them personally write how the piece makes them feel. If they have been annotating, simply have them transfer their mood and tone words to the chart.

- If you need something to be taken up for a grade, collect this *The Tell-Tale Heart* worksheet ([INSERT 20-G]) from the students.
**TIME FOR MARY POPPINS – GOOD vs. SCARY!**

- Watch the Mary Poppins Movie Trailer

- Have a class discussion about Mary Poppins overall. Raise questions such as: How does this make you feel? What was the message being sent? Why was this movie made? Have students jot down or say aloud what tone and mood words come to thought.

- Now...what if it was promoted in this way? Watch the Mary Poppins SCARY version: [http://www.youtube.com/watch?v=2T5_0AGdFic](http://www.youtube.com/watch?v=2T5_0AGdFic)

- Now have a class discussion about the scary version of Mary Poppins. Raise questions such as: How does this make you feel? What was the message being sent? Why was this movie made? Again, discuss tone and mood words that come to mind. Now compare the two versions...Good vs. Scary Mary Poppins.

- Review Vocabulary words: **TONE, MOOD, PURPOSE**
Excerpts from poetry and other moments showing how a setting (time and place) creates a MOOD.

By Judith Viorst

The tires on my bike are flat.
The sky is grouchy gray.
At least it sure feels like that
Since Hannah moved away.

Scratch Scratch
No one breathed
It was after us
Scratch Scratch
We huddled together, waiting...

A dark, foggy, and misty night in October

An apple festival on a beautiful autumn day

A stray dog running loose on the side of a busy road

A sailboat crossing a lake on a sunny, windy day
Author’s Tone and Mood

Watch out! Tone and Mood are very similar.

What is the Author’s Tone?
The Author’s Tone is the attitude of the story. A work of writing can have more than one tone. An example of tone could be both serious and humorous. Tone is set by the setting, choice of vocabulary, and other details presented. Tone words can be positive, negative, or neutral.

What is the Mood?
Mood is the feeling the readers gets when reading the words and experiencing the setting of the story. It may change from situation to situation. Mood words can be positive or negative. An easy way to know that mood is the reader’s experience is to remember Mood = Me – they both start with M!

Word examples describing TONE:
Hilarious, Calm, Direct, Bossy, Fearful, Harsh

Word examples describing MOOD:
Mysterious, Frustrating, Happy, Sorrow, Suspicious, Witty
## Mood Words

<table>
<thead>
<tr>
<th>Positive Words</th>
<th>Negative Words</th>
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<tbody>
<tr>
<td>Playful</td>
<td>Tense</td>
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<td>Tender</td>
<td>Gloomy</td>
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<td>Enlightened</td>
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<td>Confident</td>
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<td>Idyllic</td>
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<td>Sympathetic</td>
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<td>Joyous</td>
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<td>Empowered</td>
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<td>Inclusive</td>
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## Tone Words

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<tr>
<th>Positive Words</th>
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<td></td>
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<td>holier-than-thou</td>
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### POSITIVE WORDS
- poignant
- proud
- reassuring
- reflective
- relaxed
- respectful
- reverent
- romantic
- sanguine
- scholarly self-assured
- sentimental
- serene
- silly
- sprightly
- straightforward
- sympathetic
- tender
- tranquil
- whimsical
- wistful
- worshipful
- zealous

### NEUTRAL WORDS
- hopeful
- indifferent
- indignant
- inflammatory
- insecure
- insolent
- irreverent
- lethargic
- melancholy
- mischievous
- miserable
- mocking
- mournful
- nervous
- ominous
- outraged
- paranoid
- pathetic
- patronizing
- pedantic
- pensive
- pessimistic
- pretentious
- psychotic
- resigned
- reticent
- sarcastic
- sardonic
- scornful
- self-deprecating
- selfish
- serious
- severe
- sinister
- skeptical
- sly solemn
- somber
- stern
- stolid
- stressful
- strident
- suspicious
- tense
- threatening
- tragic
- uncertain
- uneasy
- unfriendly
- unsympathetic
- upset
- violent
- wry
True! Nervous -- very, very nervous I had been and am! But why will you say that I am mad? The disease had sharpened my senses -- not destroyed them.

Above all was the sense of hearing. I heard all things in the heaven and in the earth. I heard many things in the underworld. How, then, am I mad? Observe how healthily -- how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! Yes, it was this! He had the eye of a bird, a vulture -- a pale blue eye, with a film over it. Whenever it fell on me, my blood ran cold; and so -- very slowly -- I made up my mind to take the life of the old man, and free myself of the eye forever.

Now this is the point. You think that I am mad. Madmen know nothing. But you should have seen me. You should have seen how wisely and carefully I went to work!

I was never kinder to the old man than during the whole week before I killed him. And every night, late at night, I turned the lock of his door and opened it -- oh, so gently! And then, when I had made an opening big enough for my head, I put in a dark lantern, all closed that no light shone out, and then I stuck in my head. I moved it slowly, very slowly, so that I might not interfere with the old man's sleep. And then, when my head was well in the room, I undid the lantern just so much that a single thin ray of light fell upon the vulture eye.

And this I did for seven long nights -- but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who was a problem for me, but his Evil Eye.

On the eighth night, I was more than usually careful in opening the door. I had my head in and was about to open the lantern, when my finger slid on a piece of metal and made a noise. The old man sat up in bed, crying out "Who's there?"

I kept still and said nothing. I did not move a muscle for a whole hour. During that time, I did not hear him lie down. He was still sitting up in the bed listening -- just as I have done, night after night.

Then I heard a noise, and I knew it was the sound of human terror. It was the low sound that arises from the bottom of the soul. I knew the sound well. Many a night, late at night, when all the world slept, it has welled up from deep within my own chest. I say I knew it well.

I knew what the old man felt, and felt sorry for him, although I laughed to myself. I knew that he had been lying awake ever since the first noise, when he had turned in the bed. His fears had been ever since growing upon him.
When I had waited a long time, without hearing him lie down, I decided to open a little -- a very, very little -- crack in the lantern. So I opened it. You cannot imagine how carefully, carefully. Finally, a single ray of light shot from out and fell full upon the vulture eye.

It was open -- wide, wide open -- and I grew angry as I looked at it. I saw it clearly -- all a dull blue, with a horrible veil over it that chilled my bones; but I could see nothing else of the old man’s face or person. For I had directed the light exactly upon the damned spot.

And have I not told you that what you mistake for madness is but a kind of over-sensitivity? Now, there came to my ears a low, dull, quick sound, such as a watch makes when inside a piece of cotton. I knew that sound well, too. It was the beating of the old man’s heart. It increased my anger.

But even yet I kept still. I hardly breathed. I held the lantern motionless. I attempted to keep the ray of light upon the eye. But the beating of the heart increased. It grew quicker and quicker, and louder and louder every second. The old man’s terror must have been extreme! The beating grew louder, I say, louder every moment!

And now at the dead hour of the night, in the horrible silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I stood still. But the beating grew louder, louder! I thought the heart must burst.

And now a new fear seized me -- the sound would be heard by a neighbor! The old man’s hour had come! With a loud shout, I threw open the lantern and burst into the room.

He cried once -- once only. Without delay, I forced him to the floor, and pulled the heavy bed over him. I then smiled, to find the action so far done.

But, for many minutes, the heart beat on with a quiet sound. This, however, did not concern me; it would not be heard through the wall. At length, it stopped. The old man was dead. I removed the bed and examined the body. I placed my hand over his heart and held it there many minutes. There was no movement. He was stone dead. His eye would trouble me no more.

If still you think me mad, you will think so no longer when I describe the wise steps I took for hiding the body. I worked quickly, but in silence. First of all, I took apart the body. I cut off the head and the arms and the legs.

I then took up three pieces of wood from the flooring, and placed his body parts under the room. I then replaced the wooden boards so well that no human eye -- not even his -- could have seen anything wrong.

There was nothing to wash out -- no mark of any kind -- no blood whatever. I had been too smart for that. A tub had caught all -- ha! ha!

When I had made an end of these labors, it was four o’clock in the morning. As a clock sounded the hour, there came a noise at the street door. I went down to open it with a light heart -- for what had I now to fear? There entered three men, who said they were officers of the police. A cry had been heard by a neighbor during the night; suspicion of a crime had been aroused; information had been given at the police office, and the officers had been sent to search the building.
I smiled -- for what had I to fear? The cry, I said, was my own in a dream. The old man, I said, was not in the country. I took my visitors all over the house. I told them to search -- search well. I led them, at length, to his room. I brought chairs there, and told them to rest. I placed my own seat upon the very place under which lay the body of the victim.

The officers were satisfied. I was completely at ease. They sat, and while I answered happily, they talked of common things. But, after a while, I felt myself getting weak and wished them gone. My head hurt, and I had a ringing in my ears; but still they sat and talked.

The ringing became more severe. I talked more freely to do away with the feeling. But it continued until, at length, I found that the noise was not within my ears.

I talked more and with a heightened voice. Yet the sound increased -- and what could I do? It was a low, dull, quick sound like a watch makes when inside a piece of cotton. I had trouble breathing - - and yet the officers heard it not. I talked more quickly -- more loudly; but the noise increased. I stood up and argued about silly things, in a high voice and with violent hand movements. But the noise kept increasing.

Why would they not be gone? I walked across the floor with heavy steps, as if excited to anger by the observations of the men -- but the noise increased. What could I do? I swung my chair and moved it upon the floor, but the noise continually increased. It grew louder -- louder -- louder! And still the men talked pleasantly, and smiled.

Was it possible they heard not? No, no! They heard! They suspected! They knew! They were making a joke of my horror! This I thought, and this I think. But anything was better than this pain! I could bear those smiles no longer! I felt that I must scream or die! And now -- again! Louder! Louder! Louder! Louder!

"Villains!" I cried, "Pretend no more! I admit the deed! Tear up the floor boards! Here, here! It is the beating of his hideous heart!"
# The Tell-Tale Heart Worksheet

**Directions:** Find the Tone and Mood words in *The Tell-Tale Heart*.

<table>
<thead>
<tr>
<th>Tone Words</th>
<th>Mood Words</th>
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<tbody>
<tr>
<td>The author’s attitude....</td>
<td>The emotions aroused in the reader (me!)....</td>
</tr>
</tbody>
</table>

Looking at these words, what lesson about life does this story teach? (This is the **THEME**.)

____________________________________________________________________________
____________________________________________________________________________

What are some examples of imagery (words/phrases about our senses) that help create the **TONE**?

____________________________________________________________________________
____________________________________________________________________________

Using some of your **MOOD** words, create two to three sentences about how you personally felt after reading or hearing this story.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
tote - the character of voice expressing an emotion

Sentence: The ____ of the music piece made us feel relaxed from the start.

mood – a state or quality of feeling at a particular time

Sentence: My ____ ruined the vacation from the start.

purpose – an intended or desired result; end; goal

Sentence: The ____ of her visit was to make the folks feel welcome.