

DAY 3

Standards:

- [CCSS.ELA-Literacy.RL.8.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-Literacy.RL.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Objectives:

- I can analyze how word choice impacts mood and tone in “The Tell-Tale Heart.”

Materials:

- [Wordle to project](#)
- [Mood and Tone Cheat Sheet](#) (optional)
- Mood and Tone Sheet (doublesided)
- Mood and Tone Exit Ticket

Bellwork: Your choice of bellwork depending on what you do in class. Suggestion - Have students Think-Write-Pair-Share the following prompt: *How did “The Tell-Tale Heart” make you feel as a listener and reader? Why did you feel that way? Did your feelings change as the story progressed?*

Anticipatory Set: Project the “Tell-Tale Heart” Wordle onto the screen. Have some students share out the powerful words they see. Explain that “The Tell-Tale Heart” is such an effective story because the author used powerful words to create mood. It is also powerful because we can tell by the tone of the narrator that something isn’t right with him. Explain that today we will be studying the effect of the author’s word on the mood and tone.

Mini-Lesson: Go over the difference between mood and tone at the top of the graphic organizer with students. Call on some students to give examples of mood from movies and stories, and call on some students to give some examples of people speaking in different tones (ex: sarcastic, bitter, etc.) Have students record a personal example that will help them remember in the grey box. I highly recommend distributing and going over the handy dandy mood and tone word list that I linked to, as it is a great resource.

Guided Practice: Have students work in pairs to the mood questions. You may choose to model answering one on the overhead before you have students work. Then,

Independent Practice

Wrap Up: Hand out the exit ticket, which asks students to rate their understanding and answer a short answer question.

THE TELL TALE HEART: MOOD & TONE

MOOD: How a story makes the reader feel while reading; the overall feeling of the piece. Word choice, setting, character actions, and description can all contribute to the mood. Ex: terrifying, thrilling, humorous.

My example of mood:

TONE: The writer’s attitude toward the audience, as expressed through the character’s speech. Ex: sarcastic, tounge-in-cheek, serious, wicked.

My example of tone:

Directions: Skim through each section of the story as indicated below, and determine the mood of each section. Explain your answer. Why do you feel this way as a reader?

PART OF STORY	THE MOOD	EXPLAIN YOUR ANSWER
Beginning (Paragraphs 1-11)		
Middle (Paragraphs 12-15)		
End (Paragraphs 16-18)		

Directions: Read the selected passage from the story. Determine the tone of the narrator and write it in the tone box. Explain your answer, citing words from the passage.

PASSAGE	THE TONE
<p>TRUE! --nervous --very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses --not destroyed --not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily --how calmly I can tell you the whole story.</p>	
<p>Object there was none. Passion there was none. 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!</p>	
<p>Never before that night had I felt the extent of my own powers - -of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea;</p>	
<p>I smiled, --for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search --search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.</p>	
<p>I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men --but the noise steadily increased. Oh God! what could I do? I foamed --I raved --I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder --louder --louder!</p>	

ANSWER KEY

PART OF STORY	THE MOOD	EXPLAIN YOUR ANSWER
Beginning (Paragraphs 1-11)	Answers may vary. Suspenseful, insidious, sinister	In the first part of the story, the narrator is calmly relating his story of how he murdered someone as if it was no big deal. As the narrator takes his time and draws out the murder scene, it keeps the reader on the edge of his seat. In this part of the story, it is clear the narrator is mad and his actions are very sinister. The creates suspense for the reader and makes the reader really feel the narrator’s madness.
Middle (Paragraphs 12-15)	Answers may vary. Anxious, apprehensive.	At this part of the story, the narrator is elated that he has gotten away with the murder. His actions are very calm and thoughtful, even though he just completed a brutal crime. This could make the reader feel anxious that something bad will happen; that he will make a mistake, since there is so much of the story left, and he is just too confident.
End (Paragraphs 16-18)	Answers may vary. Overwhelmed, crazed, stressed	In this part of the story, the narrator goes crazy and freaks out. As he slowly goes crazier and crazier, it gets the reader on the edge of his seat and makes the reader feel these emotions with him.

PASSAGE	THE TONE
TRUE! --nervous --very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses --not destroyed --not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily --how calmly I can tell you the whole story.	Answers may vary. The tone could be considered bewildered or indignant because he asks readers “why will you say that I am mad?” and “how, the, am I mad?”. He is attempting to convince the readers that their opinion of him is wrong. He is neither angry nor happy about it, just merely confused and annoyed.
Object there was none. Passion there was none. 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!	Answers may vary. The tone could be considered calm, casual, earnest, or honest because he is simply stating his intentions in a calm, clear way. He seems very honest about his beliefs, and the passage shows no hint of emotion.

<p>Never before that night had I felt the extent of my own powers - of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea;</p>	<p>Answers may vary. The tone could be considered elated, exhilarated, gleeful, or euphoric because he is clearly feeling confident and wonderful. The words “felt the extent of my own power” and “scarcely contain my feelings of triumph” show that he is drunk on power and confidence. He also “chuckles,” which shows his glee.</p>
<p>I smiled, --for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search --search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.</p>	<p>Answers may vary. The tone could be considered triumphant, self-assured, joyful, gleeful, or celebratory. The narrator is very confident that he has pulled off the murder, to the point where he is secretly rubbing their noses in it. Words like “I smiled,” “what had I to fear,” “enthusiasm of my confidence,” and “wild audacity of my perfect triumph” show he is behaving in a confident, celebratory manner.</p>
<p>I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men --but the noise steadily increased. Oh God! what could I do? I foamed --I raved --I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder --louder --louder!</p>	<p>Answers may vary. The tone could be considered anxious, paranoid, or frantic. The narrator states that he argues in a high key with “violent gesticulations,” and uses the words “foamed,” “raved,” “swore,” “swung the chair.” These indicate that he is extremely upset and becoming worse by the minute; he is clearly out of control. The repetition of the word “louder” shows his growing madness and extreme distraught.</p>