*Instructional Plan – Evaluating Connotation to Determine Mood 7-8*

## Primary Strand: 8.4 – Reading

## Integrated Strand/s: Communication and Multimodal Literacies

## Essential Understanding:

* Recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning
* Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings

## Essential Knowledge, Skills, and Processes:

* Recognize that synonyms may have connotations, e.g., *elderly* and *mature*; *youthful* and *juvenile* and describe the impact on text
* Use context (e.g., the overall meaning of a sentence or paragraph; a word’s
* position or function in a sentence) as a clue to the meaning of a word or phrase

## Primary SOL: 8.4b - The student will use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

## Reinforced (Related Standard) SOL:

* 7.4d – The student will identify connotations.
* 8.5e – The student will discriminate between connotative and denotative meanings and interpret the connotation.

## Academic Background/Language:

* The students understand the difference between connotation and denotation.

## Materials

* Access to the following YouTube videos:
	+ [Original Mary Popping Movie Trailer](file:///C%3A%5CUsers%5Cgillian.lambert%5CDesktop%5CVDOE%20Round%202%5CPackage%201%5COriginal%20Mary%20Popping%20Movie%20Trailer)
	+ [Scary Mary Poppins Recut Movie Trailer](file:///C%3A%5CUsers%5Cgillian.lambert%5CDesktop%5CVDOE%20Round%202%5CPackage%201%5CScary%20Mary%20Poppins%20Recut%20Movie%20Trailer)
	+ [If Frozen Was a Horror Movie Trailer](file:///C%3A%5CUsers%5Cgillian.lambert%5CDesktop%5CVDOE%20Round%202%5CPackage%201%5CIf%20Frozen%20Was%20a%20Horror%20Movie%20Trailer)
* Copies of the Mood and Connotation Passages Worksheet
* Access to Google Slides or paper and colored pencils

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Explain to students that Mood is defined as the atmosphere in a story that evokes a certain emotion or feeling from the audience. For example, the mood of a horror movie is usually creepy, ominous, dark, and/or gloomy.
* Have students watch the original Mary Popping movie trailer: [Original Mary Popping Movie Trailer](file:///C%3A%5CUsers%5Cerv33592%5CAppData%5CLocal%5CTemp%5CTemp1_Gillian%20Lambert_Package%201.zip%5CGillian%20Lambert_Package%201%5COriginal%20Mary%20Popping%20Movie%20Trailer)
* Have students watch a second version of a Mary Poppins trailer: [Scary Mary Poppins Recut Movie Trailer](file:///C%3A%5CUsers%5Cerv33592%5CAppData%5CLocal%5CTemp%5CTemp1_Gillian%20Lambert_Package%201.zip%5CGillian%20Lambert_Package%201%5CScary%20Mary%20Poppins%20Recut%20Movie%20Trailer)
* Now have students watch the Frozen trailer: [If Frozen Was a Horror Movie Trailer](file:///C%3A%5CUsers%5Cerv33592%5CAppData%5CLocal%5CTemp%5CTemp1_Gillian%20Lambert_Package%201.zip%5CGillian%20Lambert_Package%201%5CIf%20Frozen%20Was%20a%20Horror%20Movie%20Trailer)
* Have students answer the following questions:
	+ Describe the mood of the first *Mary Poppins* trailer.
	+ What is the mood of the second version of the *Mary Poppins* trailer? How does it differ from the first trailer?
	+ What elements are used to create a mood of horror in the *Frozen* trailer?
* Explain that **authors also create Mood through the connotations of the written words.**Mood is usually described in terms of emotional states: “dreamy,” “menacing,” “romantic,” “anxiety-provoking,” “humorous,” “light-hearted,” “gloomy,” “tense.” One way to think about the mood of a work is to think of it as a text’s emotional “weather.” What does it feel like to step (imaginatively) into the world of this story?
* Remind students that just as there may be different connotations for the same word, judgments about mood are also somewhat subjective; what’s depressing to one reader may seem funny to another, and what feels achingly romantic to one may seem overblown or melodramatic to another.
* Distribute copies of the Mood and Connotation Passages worksheet. Have students complete the worksheet with a partner.
* Using [Pixabay](https://pixabay.com/) (or another royalty free image website), the students and their partners will create a collage of connotation words and images that represent the mood in the two passages on the Mood and Connotation Passages worksheet using Google Slides. (Students also have the option of creating [sketchnotes](https://teachthought.com/literacy/10-brilliant-examples-of-sketch-notes-notaking-for-the-21st-century/) on paper.)
* Close the lesson by having the students participate in a Think, Pair, Share. Students should discuss their responses to the Mood and Connotation Passages worksheet to draw conclusions on how the connotation of words contribute to the overall mood of a text.

## Assessment (Diagnostic, Formative, Summative)

* Students are assessed on the Mood and Connotation Passages worksheet as a formative assessment.
* Students are assessed on the completion of the Google Slides presentation.

## Writing Connections:

* Students write a well-written paragraph in response to the question “How does this word contribute to the overall mood of the passage?”

## Extensions and Connections (for all students)

* Using [Pixabay](https://pixabay.com/) (or another royalty free image website), have students create a collage of connotation words and images that represent the mood of passages of their own choice.
* Students will choose a Mood, such as “dreamy,” “menacing,” “romantic,” “anxiety-provoking,” “humorous,” “light-hearted,” “gloomy,” or “tense.” Students will write a story and find or draw an image that represents that Mood.

## Strategies for Differentiation:

* Students with accommodations use available technology to allow them to access audio recordings of the passages.
* Students with accommodations have the option to choose alternative passages with a lower Lexile level.
* The teacher will provide copies of guiding questions or display them on the board.
* Students will work in pairs or small groups.
* For English Learners, find passages representative of their culture and language backgrounds.
* Provide ELs with sentence frames/starters to help get the conversation started when they are in their small groups. For example, “At first I thought \_\_\_\_ but now I think\_\_\_\_ because \_\_\_\_. I like how this passage uses \_\_\_\_ to show \_\_\_\_. This word/phrase stands out to me because \_\_\_\_.”

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

## Mood and Connotation Passages

Directions: Read the passages below and identify the mood. Highlight the words in the passage that contribute to the overall mood, then answer the questions below.

**The Tell-Tale Heart by Edgar Allan Poe**

His room was as black as pitch with the thick darkness, (for the shutters were close fastened, through fear of robbers,) and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily. I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in bed, crying out --"Who's there?" I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening; --just as I have done, night after night, hearkening to the death watches in the wall.

Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief --oh, no! --it was the low stifled sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him.

1. What is the overall mood of the passage?
2. Choose 2 words and/or passages you highlighted that contribute to the mood and explain each one.
	* Word 1:
		+ Is the connotation of this word positive, neutral, or negative?
		+ How does this word contribute to the overall mood of the passage?
	* Word 2:
		+ Is the connotation of this word positive, neutral, or negative?
		+ How does this word contribute to the overall mood of the passage?

**The Scarlett Ibis by James Hurst**

Every day that summer we went to the pine beside the stream of Old Woman Swamp, and I put him on his feet at least a hundred times each afternoon. Occasionally I too became discouraged because it didn't seem as if he was trying, and I would say, "Doodle, don't you want to learn to walk?"

He'd nod his head, and I'd say, "Well, if you don't keep trying, you'll never learn." Then I'd paint for him a picture of us as old men, white-haired, him with a long white beard and me still pulling him around in the go-cart. This never failed to make him try again.

Finally one day, after many weeks of practicing, he stood alone for a few seconds. When he fell, I grabbed him in my arms and hugged him, our laughter pealing through the swamp like a ringing bell. Now we knew it could be done. Hope no longer hid in the dark palmetto thicket but perched like a cardinal in the lacy toothbrush tree, brilliantly visible. "Yes, yes," I cried, and he cried it too, and the grass beneath us was soft and the smell of the swamp was sweet. With success so imminent, we decided not to tell anyone until he could actually walk. Each day, barring rain, we sneaked into Old Woman Swamp, and by cotton-picking time Doodle was ready to show what he could do. He still wasn't able to walk far, but we could wait no longer. Keeping a nice secret is very hard to do, like holding your breath. We chose to reveal all on October eighth, Doodle's sixth birthday, and for weeks ahead we mooned around the house, promising everybody a most spectacular surprise.

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