

Tone and Mood Lesson:

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

LESSON Objectives: Students will

- analyze a piece of artwork to determine how color helps create mood
- select textual evidence (words) from a chapter in J&H that reflect tone/mood
- understand difference between “tone” (author’s/character’s emotions) “mood” how the writing makes the reader feel
- create a piece of artwork that demonstrates tone/mood of a selected scene from Jekyll and Hyde using both color and words from the text

TO PREPARE AHEAD OF TIME:

- Tone-Mood PPT
- Copies of various chapters
- An example artwork made by the teacher

ACTIVITY:

1. View the Tone-Mood PPT with the students
2. Ask students how they FEEL when they look at the artwork. What emotions does the painter want you to feel? How do you know?
3. Teacher defines TONE and MOOD in artwork (TONE—the colors/hues used)—(MOOD: how the person viewing the artwork feels)
4. Show 2-3 additional pieces of artwork and evaluate for tone/mood
5. MAKE CONNECTIONS: explain that writing is just like artwork. Writers want their readers to FEEL something and will use a variety of words and figurative language like similes/metaphors etc to create tone and mood
6. teacher shows the words TONE and MOOD on the board and gives the literary definitions (students need to write these words/definitions in their notebooks) and teacher gives examples.
7. explain to students that they will be creating a piece of artwork that shows tone/mood of a scene from the Strange Case of Dr. Jekyll and Mr. Hyde.
8. Teacher (should have created a piece of artwork before class) shows students the example artwork and explains how color and text were used to show tone and mood. See if students can guess which scene from Strange Case of Dr. Jekyll and Mr. Hyde the painting is from.



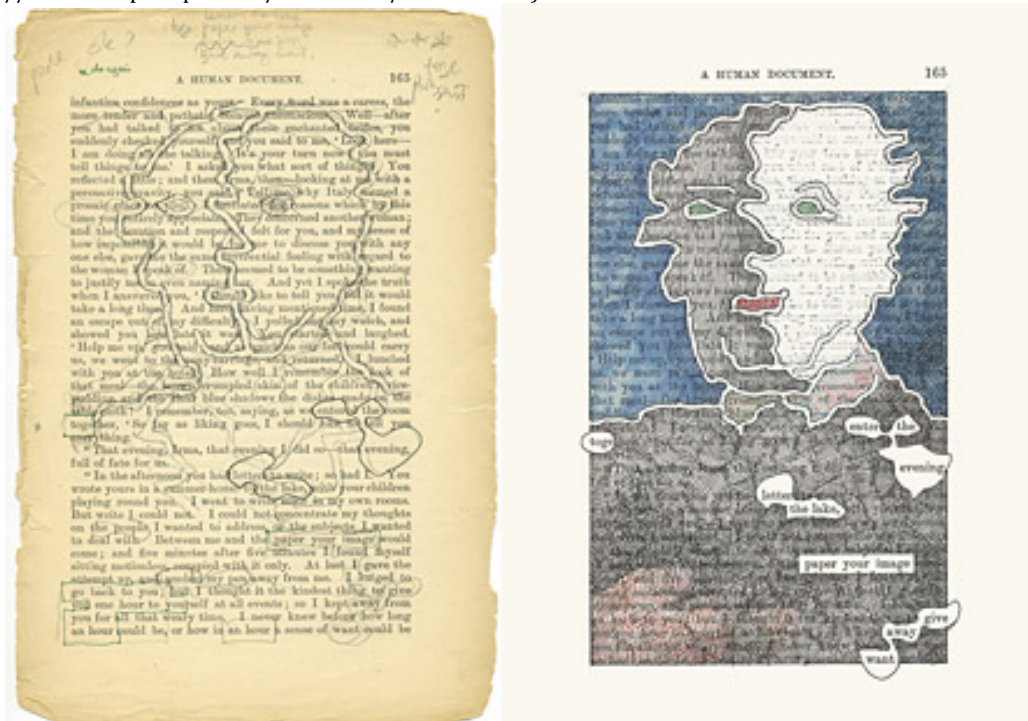
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9. Hand out a large piece of white paper for each student. Provide students with watercolors, markers, colored pencils, or other art mediums. Explain to students that they will select a chapter from Strange Case of Dr. Jekyll and Mr. Hyde. Provide students with watercolors, markers, colored pencils, or other art mediums. Explain to students that they will select a chapter from Strange Case of Dr. Jekyll and Mr. Hyde.
10. Give students 20-30 minutes to work on their artwork. Go around the room and help students select words for their piece (they may need your help in finding textual evidence—they can use their books).
11. Once their artwork is finished, they must compose a 1-2 paragraph summary explaining the tone and mood of their artwork.

Directions for students: Please select an excerpt from a chapter of the Strange Case of Dr. Jekyll and Mr. Hyde. Then, create a piece of artwork known as HUMUMENT using color and text. Make sure you consider what colors would BEST reflect the tone/mood of that scene. What words from the text demonstrate the tone/mood. The words you choose MUST come from the actual book itself. You may type out your excerpt onto one page. Then using a black marker, circle words or phrases that help set the tone of the passage. Use colored pencils to block out all other words. See the example HUMUMENT below.

(<http://www.tomphillips.co.uk/humument/introduction>)



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