

Cornell Notes

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Topic English III

Class/
Subject Honman Per 2

In-Class
Assignment:

* VOCAB QUIZ Friday
- Imagery & Tone worksheets

Imagery

Consider:

The many men, so beautiful!
 And they all dead did lie,
 And a thousand thousand slimy things
 Lived on; and so did I

Within the shadow of the ship
 I watched their rich attire:
 Blue, glossy green, and velvet black,
 They coiled and swam; and every track
 Was a flash of golden fire.

— Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"

Discuss:

1. These stanzas from "The Rime of the Ancient Mariner" show the Mariner's changing attitude toward the creatures of the sea. What is the Mariner's attitude in the first stanza? What image reveals this attitude?
2. What is the Mariner's attitude in the second stanza? Analyze the imagery that reveals this change.

Apply:

Think of a cat or a dog you can describe easily. First, write a description which reveals a positive attitude toward the animal. Then think of the same animal and write a description which reveals a negative attitude. Remember that the animal's looks do not change; only your attitude changes. Use imagery rather than explanation to create your descriptions.

Imagery

Consider:

And how nothing but drums, a battery of drums, the conga drums jamming out, in a descarga, and the drummers lifting their heads and shaking under some kind of spell. There's rain drums, like pitter-patter but a hundred times faster, and then slamming-the-door drums and dropping-the-bucket drums, kicking-the-car-leader drums. Then circus drums, then coconuts-falling-out-of-the-trees-and-thumping-against-the-ground drums, then lion-skin drums, then the-wacking-of-a-hand-against-a-wall drums, the-beating-of-a-pillow drums, heavy-stones-against-a-wall drums, then the-thickest-forest-tree-trunks-pounding drums, and then the-mountain-rumble drums, then the-little-birds-learning-to-fly drums and the-big-birds-alighting-on-a-rooftop-and-fanning-their-immense-wings drums . . .

— Oscar Hijuelos, *The Mambo Kings Play Songs of Love*

Discuss:

1. Read the passage aloud. How does Hijuelos create the auditory imagery of drumming? In other words, how do the words imitate the sounds they represent?
2. Hijuelos repeats the word *then* eight times in this passage. What does this repetition contribute to the auditory image of drumming?

Apply:

Write a paragraph in which you capture two different sounds at a sporting event. In your paragraph try to imitate the sounds themselves with your words. Don't worry about correct grammar. Instead, focus on creating a vivid auditory image. Share your paragraph with a partner.

Imagery

Consider:

She looked into the distance, and the old terror flamed up for an instant, then sank again. Edna heard her father's voice and her sister Margaret's. She heard the barking of an old dog that was chained to the sycamore tree. The spurs of the cavalry officer clanged as he walked across the porch. There was the hum of bees, and the musky odor of pinks filled the air.

— Kate Chopin, *The Awakening*

Discuss:

1. Although the narrator "looks into the distance," the images are primarily auditory. What are the auditory images in the passage? What mood do these images create?
2. The last sentence of this passage contains an olfactory image (*the musky odor of pinks fill the air*). What effect does the use of an olfactory image, after a series of auditory images, have on the reader?

Apply:

Write a paragraph in which you create a scene through auditory imagery. The purpose of your paragraph is to create a calm, peaceful mood. Use one olfactory image to enhance the mood created by auditory imagery.

Imagery

Consider:

It was a mine town, uranium most recently. Dust devils whirled sand off the mountains. Even after the heaviest of rains, the water seeped back into the ground, between stones, and the earth was parched again.

— Linda Hogan, "Making Do"

Discuss:

1. What feelings do you associate with images of dusty mountains and dry earth?
2. There are two images associated with land in the third sentence. Identify the two images and compare and contrast the feelings these images evoke.

Apply:

Write a sentence describing a rainstorm using imagery that produces a positive response; then write a sentence describing a rainstorm with imagery that produces a negative response. Share your sentences with the class. Briefly discuss how the images create the positive and negative responses.

Tone

Consider:

In Pride, in reasoning Pride, our error lies,
 All quit their sphere, and rush into the skies.
 Pride still is aiming at the best abodes,
 Men would be Angels, Angels would be Gods,
 Aspiring to be Gods, if Angels fell,
 And who but wishes to invert the laws
 Of Order, sins against th' Eternal Cause.

— Alexander Pope, "An Essay on Man"

Discuss:

1. What is Pope's attitude toward pride, the subject matter? Cite your evidence.
2. What is the tone of this passage? What attitude underlies the tone?

Apply:

Write a short paragraph of advice about drinking and driving. Show through your diction and choice of detail that you believe yourself superior in every way to your reader. Never directly state your superiority. Instead, let the tone of your paragraph carry your haughty attitude.

Tone

Consider:

Indeed, it strikes me that to lay this obscenity off to some mitigating factor, no matter how worthy, is to make the crime smaller than it is and offer rationalizations that insult the sufferers.

Meaning that I don't care what video games those wretches played. Don't give a damn if they were picked on by other kids. It makes no difference.

This was a special category of evil.

— Leonard Pitts, Jr., "Why? Maybe It's a Blessing, Not to Know Why Those Two Boys Did It"

Discuss:

1. What is Pitts' attitude toward the perpetrators of the crimes in Littleton, Colorado? What words reveal his attitude?
2. In the second paragraph of this passage, Pitts uses two incomplete sentences. How does his syntax contribute to the tone?

Apply:

Think of an issue for which you have a decided opinion. Write a paragraph defending this opinion. Create a tone of righteous indignation. Use at least one incomplete sentence to help create your tone. Use Pitts' passage as a model. Share your paragraph with the class.

Tone

Consider:

DiMaggio burst upon the nation just nine years after Charles Lindbergh almost inadvertently invented celebrity of a degree - of a kind, really - never before experienced. DiMaggio played a team game but somehow knew, in the intuitive way an artist has of knowing things, that our rough-and-tumble democracy, leveling though it is, responds to an individual with an aura of remoteness.

— George F. Will, "The First Michael Jordan"

Discuss:

1. What is Will's attitude toward DiMaggio?

2. Fill out the following chart with specific diction, detail, imagery, and syntax that create the tone.

Diction	Detail	Imagery	Syntax

Apply:

Write a paragraph about a personal hero. In your paragraph create a tone of admiration and respect. With Will's paragraph as a model, try to utilize all of the elements - detail, diction, imagery, and syntax - to create the tone. Share your paragraph with the class.

Tone

Consider:

And I started to play. It was so beautiful. I was so caught up in how lovely I looked that at first I didn't worry how I would sound. So it was a surprise to me when I hit the first wrong note and I realized something didn't sound quite right. And then I hit another and another followed that. A chill started at the top of my head and began to trickle down. Yet I couldn't stop playing, as though my hands were bewitched. I kept thinking my fingers would adjust themselves back, like a train switching to the right track. I played this strange jumble through two repeats, the sour notes staying with me all the way to the end.

— Amy Tan, *The Joy Luck Club*

Discuss:

1. How does the narrator's attitude toward her performance change in the passage?
2. How does the author's use of detail, diction, and imagery reveal the narrator's changing attitude?

Apply:

Write a paragraph about an outing that turned out badly in your paragraph, express a change in tone. Begin with a positive tone and end with a tone of disappointment. Use detail, diction, and imagery to create the changing tone. Share your paragraph with a partner.