

WEEK AT A GLANCE

WEEK 05

LITERATURE

The Lantern Bearers Chs. 15-22

Annotation Chart for Tone Paragraph on *The Lantern Bearers*

COMPOSITION

A Closer Look at Rhetorical Conclusion

ANNOTATION CHART

DIRECTIONS:

For each chapter, circle the tone that you see the author exhibiting toward Aquila and give one example from the text as support.

ANNOTATION CHART

THE LANTERN BEARERS: ANNOTATION CHART FOR THE AUTHOR'S TONE (FEELING) TOWARD AQUILA

Tone Circle the author's tone.	Ch. #	Pg. #	Plot example showing the author's tone. It should be a direct quote.	Explain what is happening in the quote.	Comment on what is significant, important, or meaningful about what is happening in the quote. Explain what the example is showing the reader. "This shows.... It is as if the author is...." This can be more than one sentence.	Sentence Leveling: Write one or more sentences giving more details about the sentence you just wrote connecting the example to how the author feels.
Positive or Negative	15					
Positive or Negative	16					
Positive or Negative	17					

ANNOTATION CHART

THE LANTERN BEARERS: ANNOTATION CHART FOR THE AUTHOR'S TONE (FEELING) TOWARD AQUILA						
<u>Tone</u> Circle the author's tone.	<u>Ch. #</u>	<u>Pg. #</u>	Plot example showing the author's tone. It should be a <u>direct quote</u> .	<u>Explain</u> what is happening in the <u>quote</u> .	Comment on what is <u>significant, important, or meaningful</u> about what is happening in the <u>quote</u> . Explain what the example is showing the reader. "This shows....It is as if the author is...." This can be more than one sentence.	Sentence Leveling: <u>Write</u> one or more sentences giving more details about the sentence you just wrote <u>connecting the example to how the author feels</u> .
Positive or Negative	18					
Positive or Negative	19					
Positive or Negative	20					

ANNOTATION CHART

THE LANTERN BEARERS: ANNOTATION CHART FOR THE AUTHOR'S TONE(FEELING) TOWARD AQUILA

<u>Tone</u> Circle the author's tone.	<u>Ch. #</u>	<u>Pg. #</u>	<u>Plot example</u> showing the author's tone. It should be a <u>direct quote</u> .	<u>Explain</u> what is happening in the <u>quote</u> .	Comment on what is <u>significant, important, or meaningful</u> about what is happening in the quote. Explain what the example is showing the reader. "This shows...It is as if the author is..." This can be more than one sentence.	Sentence Leveling: <u>Write</u> one or more sentences giving more details about the sentence you just wrote <u>connecting the example to how the author feels</u> .
Positive or Negative	21					
Positive or Negative	22					

A CLOSER LOOK AT RHETORICAL CONCLUSION

Rhetorical Conclusion is the author's intent for the text. This is a big picture, universal conclusion that the reader draws based on the author's use of plot, elements of fiction and style. For now, if you can think of the RC as a lesson you can learn from a story or overall universal theme, this will help you determine the RC of a story.

EXAMPLE RCS

<i>The Divine Comedy</i>	Behavior in life has unintended consequences
<i>The Iliad</i>	One choice can change the destiny of thousands
<i>Hamlet</i>	Death begets death
<i>Wuthering Heights</i>	Vengeance on others leads to death of self

Notice that none of the examples above mention characters or even allude to the narratives. These are universal ideas that can apply to anyone; however, a reader can specifically glean them from these stories. Think of the RC as a big picture idea that specifically applies to a particular story.

DIRECTIONS:

Think of five stories that you have read or watched. Write down the title and a Rhetorical Conclusion for each.

	Title	Rhetorical Conclusion
1.		
2.		
3.		
4.		
5.		