***\*Please see back for further directions.***Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_

“List-Group-Label” Vocabulary Tracker

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vocabulary:  *(Words & phrases that are used to help the reader understand Shackleton’s character)*  p.47: explorer, world's greatest  p.50 (1st ¶): older son, good-natured (easy going), adored by his sisters, school bored him, quick to join in a schoolyard brawl (got into a lot of fights), loved to read, vivid imagination, rather odd boy (strange/quirky), adventurous nature, spirit of romance, loved a book better than a bat (into academics, not sports), solitude better than a crowd (introverted), own companionship better than a mob of other lads (a loner)  p.50 (remainder):  p.51: could imagine himself as rigging to work the sails, loved the life of a merchant marine, l  oved poetry, | Category:  \_intelligent\_\_ | Category:  hot-headed\_ | Category:  \_\_\_\_\_\_\_\_\_\_\_ | Category:  \_\_\_\_\_\_\_\_\_\_\_ |
| **-** world’s greatest  **-** loved to read  **-** | **-** quick to join in a school yard brawl  **-** |  |  |
| Category:  \_\_\_\_\_\_\_\_\_\_\_ | Category:  \_\_\_\_\_\_\_\_\_\_\_ | Category:  \_\_\_\_\_\_\_\_\_\_\_ | Category:  \_\_\_\_\_\_\_\_\_\_\_ |
|  |  |  |  |

**Further directions for List-Group-Label Chart: Text: “Trial by Ice” p.44-51**

[*Objective:* Understand specific words and phrases that are used to help establish Shackleton’s character. Apply and synthesize this knowledge to evaluate how this diction (word choice) and characterization affect tone.]

1. Make a list of words & phrases (include page numbers) that are used to help the reader understand Shackleton’s character. These should be directly from the text (with explanation, if not obvious). I have included the “teacher model” (p.47) and “we do” (p.50 1st paragraph) to help you, if you were absent. You need to finish this process with the rest of p.50 through p.51.
2. Now that you have a lot of information about Schackleton, think about how you would describe him and his personality. Is he calm or hot-headed? Is he kind or cruel? Is he intelligent or dim-witted? You need to put one personality characteristic/trait for each category heading.
3. Go back and fill in text support (proof/evidence) for each category with your words and phrases from the Vocabulary box. For example, Category = Intelligent, Evidence under = world's greatest, loved to read, etc.

**ACES Constructed Response PREPARATION**: (First, read the notes and complete the tone chart below. Then answer the prompt (question) in one paragraph using ACES format (state your answer (topic sentence) and provide explanation with specific text evidence) and attach it to this worksheet.

**CLASS NOTES:** Title = "Trial by Ice," Author = Kostyal, Subject/Topic = Ernest Shackleton, diction = word choice (the words the author chooses to use to get across his purpose/message - think dictionary), characterization = how an author describes/develops a character, tone = the attitude of the author toward the subject/topic (Think about when your parent says "I don't like your tone, young man/lady!" - She is talking about your attitude. Also think about tone of voice and how it shows what you feel about what you are talking about - it could be sarcasm, respect, disrespect, disgust, admiration, etc.)

**Tone Chart** (if you need more room, use other paper) = **Take your text evidence from the vocabulary box & categories on the List-Group-Label and fill them in under each.** For example, good-natured is positive, serious is neutral, and quick to join in a school-yard brawl is negative. **Once you fill them all in, circle the label with the most evidence.** This is your overall tone. You then have to **decide what the more specific tone is**, but this is a great way to get started in that analysis.

|  |  |  |
| --- | --- | --- |
| **POSITIVE** WORDS/PHRASES | **NEUTRAL** WORDS/PHRASES | **NEGATIVE** WORDS/PHRASES |
| good-natured, | serious, | quick to join in a school yard brawl,  **Specific Tone =** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

***Constructed Response Question* = How does Kostyal use diction and characterization to affect tone?**

Sentence Starter for “A” (if needed) = **Kostyal uses diction and the characterization of Ernest Shackleton to convey a \_\_\_\_\_\_\_\_** (choose positive, negative, or neutral) **tone of \_\_\_\_\_\_\_\_\_** (specific word to describe the author's attitude about Shackelton – use the “Tone Words List” in Focus if you are stuck)**.**