

Setting the Mood and Understanding Tone: Wonka Two Ways

ACTIVITY
2.13

Learning Targets

- Compare written and film texts and identify how mood and tone are created in each.
- Cite textual evidence from written and film texts to support an interpretation.

Preview

In this activity, you will read two novel excerpts and watch film clips. This is an opportunity to see style in action through a comparative study of written and film texts. Both authors and directors thoughtfully consider the **mood** and tone they create.

Setting a Purpose for Reading

- As you read the novel excerpt, highlight diction, imagery, and any adjectives that help you identify the predominant mood.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

Roald Dahl (1916–1990) was born in Wales to Norwegian parents. The stories he heard as a child greatly influenced his love of stories and books. Dahl wrote stories for adults and children. Many of his children’s stories came about from the bedtime stories he made up for his daughters. *James and the Giant Peach* was his first book, followed by *Charlie and the Chocolate Factory*, both of which enjoyed huge success in the United Kingdom and the United States.

Novel Excerpt

from
Charlie and the
Chocolate Factory

by Roald Dahl

PASSAGE 1

1 The whole of this family—the six grownups (count them) and little Charlie Bucket—live together in a small wooden house on the edge of a great town.

2 The house wasn’t nearly large enough for so many people, and life was extremely uncomfortable for them all. There were only two rooms in the place altogether, and there was only one bed. The bed was given to the four old grandparents because they were so old and tired. They were so tired, they never got out of it.

LEARNING STRATEGIES:

Rereading, Close Reading, Graphic Organizer, Note-taking, Word Map

Literary Terms

Mood is the atmosphere or predominant emotion in a literary work, the effect of the words on the audience.

My Notes

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drafts: gusts of wind

My Notes

3 Grandpa Joe and Grandma Josephine on this side, Grandpa George and Grandma Georgina on this side.

4 Mr. and Mrs. Bucket and little Charlie Bucket slept in the other room, upon mattresses on the floor.

5 In the summertime, this wasn't too bad, but in the winter, freezing cold **drafts** blew across the floor all night long, and it was awful.

6 There wasn't any question of them being able to buy a better house—or even one more bed to sleep in. They were far too poor for that.

7 Mr. Bucket was the only person in the family with a job. He worked in a toothpaste factory, where he sat all day long at a bench and screwed the little caps onto the tops of the tubes of toothpaste after the tubes had been filled. But a toothpaste cap-screw is never paid very much money, and poor Mr. Bucket, however hard he worked, and however fast he screwed on the caps, was never able to make enough to buy one-half of the things that so large a family needed. There wasn't even enough money to buy proper food for them all. The only meals they could afford were bread and margarine for breakfast, boiled potatoes and cabbage for lunch, and cabbage soup for supper. Sundays were a bit better. They all looked forward to Sundays because then, although they had exactly the same, everyone was allowed a second helping.

8 The Buckets, of course, didn't starve, but every one of them—the two old grandfathers, the two old grandmothers, Charlie's father, Charlie's mother, and especially little Charlie himself—went about from morning till night with a horrible empty feeling in their tummies.

9 Charlie felt it worst of all. And although his father and mother often went without their own share of lunch or supper so that they could give it to him, it still wasn't nearly enough for a growing boy. He desperately wanted something more filling and satisfying than cabbage and cabbage soup. The one thing he longed for more than anything else was ... CHOCOLATE.

Second Read

- Reread the story to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. Craft and Structure: What is the mood of this passage? Identify at least three details the author uses to set the mood.

2. Key Ideas and Details: How would you characterize the Bucket family? Why might the author have chosen to describe the family this way?

3. **Key Ideas and Details:** What is the author’s attitude toward Charlie and his family? How can you tell?

Working from the Text

4. Complete the table with the examples of diction and imagery that you highlighted. List specific adjectives you noted that describe mood.

Diction, Imagery, Details/ Textual Evidence	Adjectives Describing Mood

My Notes

Setting a Purpose for Reading

- As you read the second excerpt, highlight words that help you identify the author’s tone and attitude toward the children he describes.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.