**Name: Food, Hunger, and *The Glass Castle****Consider the times when the Walls’ family experiences devastating hunger, as well as the moments when they connect with food.  How might the narrator's memories of food and hunger contribute to the tone and the meaning of the text?*  
[Food Security](http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/key-statistics-graphics.aspx):

**Step 1 Key Passages:** Find and select four vignettes from the text that are critical to our understanding of the food and/or hunger issues Jeanette Walls and her family endure.

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| --- | --- |
| Pages Number(s) | Write out one quotation from the passage that helps the reader understand food security issues in *The Glass Castle.* |
| *Pg 68* | **During recess at school, I’d slip back into the classroom and find something in some other kid’s lunch bag that wouldn’t be missed – a package of crackers, an apple – and I’d gulp it down so quickly I would barely be able to taste it.** |
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**Step 2 Passage Analysis #1:** Choose one Key Passage highlighted above, any analyze one specific vignette within the chart below.

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| --- | --- | --- | --- |
| Pages Number(s) | Quotation from the passage that captures Walls’ voice (i.e. surprising word choice(s), striking imagery, metaphors and similes, etc) | What is the strategy Walls uses? What is the effect of the strategy? | How does this line contribute to tone and meaning of the text? |
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| **Summary**: How do the author’s experiences with food security in this passage effect the meaning of the text as a whole? | | | |

**Step 3 Passage Analysis #2:** Choose one Key Passage highlighted above, any analyze one specific vignette within the chart below.

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| --- | --- | --- | --- |
| Pages Number(s) | Quotation from the passage that captures Walls’ authorial voice (i.e. surprising word choice(s), striking imagery, metaphors and similes, etc) | What is the strategy Walls uses? What is the effect of the strategy? | How does this line contribute to tone and meaning of the text? |
|  |  |  |  |
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| **Summary**: How do the author’s experiences with food security in this passage affect the meaning of the text as a whole? | | | |

**Tone**: This is the author’s attitude toward the subject and/or the audience, and is revealed through the author’s voice (word choice, imagery, syntax, etc.).

**Meaning**: This is how the reader “makes sense” out of the text. To do this, we might ask why the work is significant, and we might question what the text intends to suggest to the reader.

**Learning Targets**Read to infer/interpret ideas and cite text evidence.  
 Analyze how the author’s choice of words, text structure, and point of view shape the meaning, tone, and style of a text.