

Cubing for Tone: Instructions

CUBING is a thinking technique used for generating ideas. It involves looking at a topic in a variety of different ways. By observing a subject from different perspectives, the mind becomes open to other aspects and considerations that might provide depth and breadth to writing.

This technique involves:

1. Re-reading the text, or part of it, several times
2. Making a cube ☺
3. Recording your ideas in columns or on separate sheets of paper.

The move-fast method

- Spend three to five minutes per side.
- Go quickly and do not censor your thoughts.
- This allows you to “loosen the soil” of your mind.

The take-your-time method

- Spend at least ten minutes per side.
 - Dig deeply.
Question, question, question!
“What more can I find here?”
- This allows you to unearth ideas that may be below the surface of your thoughts.

CUBING is also a great way for tapping into perceptions that may be deep within you and that you are not consciously aware of on a first or second reading.

Do the ‘move-fast’ method first, and then once you have loosened up your mind, do the ‘take-your-time’ method.

Do the move-fast method just before you go to bed. Let your mind work through the night and see what else comes to you in the morning.

Revisit your sheets a couple of days later if possible and add ideas.

Be aware! Be inquisitive!

There are many ways to identify and talk about tone!

The Tone Cube: Steps

1. Distribute the empty cube template.
2. Distribute the blank form, “Tone Cube: The Elements”
3. Dictate the contents for the cube using a presentation. Students fill in the form.
4. Explain the cube construction:
 - a) Copy the content from the form onto the cube template.
 - b) Decorate or color the cube sides in any way that does not detract from the content.
 - c) Assemble the cube. (You may want to fill it or to secure the seams with tape?)
5. Explain how students will use the cube, from “Cubing for Tone: Instructions”

Tone Cube: The Elements

	Contents of this side:	Notes:
1 <i>Diction</i>		
2		
3		
4		
5		
6		

Tone Cube: The Elements [Teacher notes]

Contents of this side:

<p>1 <i>Diction</i></p>	<p>Sound <i>'close,' 'shut,' 'slam'</i></p> <p>Association <i>"If I profane with my unworhiest hand..."</i> <i>"we chased, with the jawbones of deacons, the English and the bears"</i></p> <p>Language level <i>'intoxicated,' 'drunk,' 'hammered'</i></p>
<p>2 <i>Detail</i></p>	<p>Objects</p> <p>Actions <i>"The old dog barks backward..."</i></p> <p>Observations</p> <p>Conditions</p>
<p>3 <i>Imagery</i></p>	<p>Visual <i>"...and Juliet is the sun"</i></p> <p>Auditory <i>"...the grating roar /Of pebbles which the waves draw back"</i></p> <p>Tactile</p> <p>Olfactory <i>"Here's the smell of the blood still"</i></p> <p>Gustatory <i>"the brandy, the pudding and mince, coiling up to my nostrils..."</i></p> <p>Synesthesia <i>"I see a voice..."</i></p>
<p>4 <i>Syntax</i></p>	<p>Word order <i>"the precious treasure of his eyesight lost"</i></p> <p>Phrase order</p> <p>Sentence structure <i>simple, compound, complex, compound-complex</i></p> <p>Sentence length <i>alternating long and short; set of long ones followed by one short</i></p> <p>Sentence complexity <i>compounding, subordination</i></p> <p>Word repetition <i>successive, scattered</i></p> <p>Word omission <i>"I, now at Carthage. He, shot dead at Rome"</i></p>
<p>5 <i>Figurative Language</i></p>	<p>Allusion, euphemism, metaphor, metonymy, personification, simile, synecdoche</p> <p>Apostrophe, hyperbole, oxymoron</p> <p>Paradox, pun <i>"This statement is a lie."</i></p>
<p>6 <i>Irony</i></p>	<p>Statement vs meaning <i>Sarcasm, understatement</i></p> <p>The expected vs what happens</p> <p>Narrator/character's words vs the reader's understanding <i>We know something they do not</i></p>

