

9.2.1.1

Lesson 1 Agenda/Overview

Standards: CCRA.R.6, RL.9-10.5, W.9-10.9.a

Text: "The Tell-Tale Heart," entire text and paragraph 1

- Introduction to Unit and Lesson Agenda
- Homework Accountability
- "The Tell-Tale Heart" Masterful Reading
- Paragraph 1 Reading and Discussion
- Quick Write
- Closing

CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").



build students' ability to read complex texts and use evidence to talk and write about fiction, nonfiction, drama, and poetry

- "The Tell-Tale Heart" from Edgar Allan Poe
- "I felt a Funeral, in my Brain" by Emily Dickinson

This unit will focus on analyzing the development of central ideas through specific textual details like point of view and structural choices.

9.2.1.1

9.2 Common Core Learning Standards Tool



You will continue to work on mastering the skills described in the Common Core Learning Standards (CCLS) throughout this new module and the rest of the year. We will be returning to the standards at the beginning of each lesson, as we did in Module 9.1.

Whenever a new standard is introduced, you will use your 9.2 Common Core Learning Standards Tool to read, paraphrase, and assess your familiarity with and mastery of the new standard.

9.2 Common Core Learning Standards Tool

CCRA.R.6



What is point of view?

Point of view is the narrator who is telling the story.

What are examples of text content?

characters, plot, theme, or setting

What are examples of text style?

punctuation used, how the plot or action is ordered, the story's pacing, word choice

Paraphrase standard CCRA.R.6

How the author influences what is in the story and how it is written.

9.2 Common Core Learning Standards Tool

W.9-10.9.a



Compare W.9-10.9.a with RL.9-10.1, a standard you worked with several times in the last module. Talk with a partner about what you notice about these two standards.

Both standards ask students to learn to use evidence from text; W.9-10.9.a asks students to apply the reading standards (which include RL.9-10.1); W.9-10.9.a specifically focuses on using evidence in writing.

You will be focusing on W.9-10.9.a for this unit, using annotation as you learn first to identify and later to collect evidence from fictional texts.

9.2.1.1

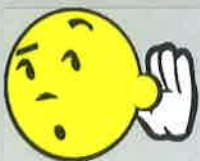
You will begin discussing your Accountable Independent Reading in class in Lesson 2, and the focus standard is RL.9-10.4, which we will discuss at the end of the lesson.





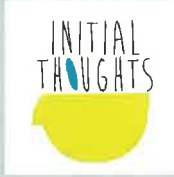
What is the narrator's purpose in asking the two questions in paragraph 1?

Number the paragraphs on your copy of "The Tell-Tale Heart." There are 18 of them.



Listen and follow along to a masterful reading of "The Tell-Tale Heart" in its entirety.

9.2.1.1



Spend the next three minutes writing down your initial reactions and questions you have about the text. Any question you have related to the text is a valid one. Think about unknown vocabulary, textual details that seem confusing, or what you still want to know from the text after this initial reading.



- Who thinks the narrator is mad?
- What is a "vulture eye"?
- Why would he kill the old man over his eye?
- How can the narrator hear the old man's beating heart?
- What is *vexed*? What is *stealthily*?
- Is the narrator insane?
- Why would the narrator allow the police to sit in the bedroom where the body was buried?
- How can the old man's heart continue to beat if he is dead?
- What are *gesticulations*?
- Could the police tell the narrator was going crazy from the beating heart?
- What is *mockery*?
- Is the narrator in prison?
- Is he telling the story from prison?
- What is wrong with this narrator?

Reread paragraph 1 in pairs.

What information does the narrator reveal about himself in paragraph 1?

- He is nervous.
- He has some disease that has made his hearing sharper.
- He hears things in heaven, in earth, and in hell.
- He is going to tell the reader a story.
- He is worried about being seen as mad (insane).

9.2.1.1

The narrator provides the point of view for the story. Underline the word "I" where it repeats in this paragraph and annotate the text by writing POV in the margin. Since the narrator is using "I," the story is written from a first person point of view.

Who is the narrator speaking to?

The text does not say. He is either talking to an unknown character or the reader.

What does Poe's use of punctuation in the first sentence reveal about the narrator?

Poe uses punctuation to show how nervous or excited the narrator is. He reveals the narrator's excitability by the narrator exclaiming "True!" and "Hearken!" Poe also uses dashes to show the narrator's repetition, which reveals the narrator's nervousness: "nervous -- very, very dreadfully nervous."

CCRA.R.6 - The analysis you just did around punctuation is a good example of how the story's point of view shapes the content and style. Underline the punctuation and make a note in the margin. Use the code POV and write the connection in your own words.

During what part of the action does Poe begin his story?

The story begins after the action of the story has occurred. The narrator has already committed the murder and now he is going to tell the story of how it happened: "how calmly I can tell you the whole story."

in medias res - in or into the middle of a narrative or plot



9.2.1.1

What is the effect of Poe's choice to begin the story after the action has taken place?

Starting the story in the middle creates suspense or anticipation because the reader does not know who the narrator is, what the story is, or who he is talking to: "How, then, am I mad? Hearken! and observe how healthily - how calmly I can tell you the whole story."

What is the narrator's purpose in asking the two questions in paragraph 1?



Quickwrite...

Answer the prompt based on the reading completed in the lesson by citing strong and thorough textual evidence. Take a look at the evidence you underlined for Point of View. Use the Short Response Checklist and Rubric to guide your writing.



Homework

Continue reading your Accountable Independent Reading text through the lens of the assigned focus standard (RL.9-10.4) and prepare for a 3-5 minute discussion of your text based on that standard. For example, RL.9-10.4 asks you to "Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)." If you read "The Tell-Tale Heart" you might say, "The narrator states, 'I placed my hand upon the heart and held it there many minutes. There was no more pulsation.'" The word *pulsation* describes what a beating heart should feel like. When the narrator states, "There was no more pulsation," the reader knows that he feels no more heartbeat when he touches the old man's chest. "The old man was dead."

9.2.1.1

Homework

Reread and annotate paragraph 1 to gather evidence about whether the narrator is mad. Preview paragraph 2 and annotate using the annotation codes from Module 9.1.

- box or circle unfamiliar words and phrases and rewrite a word or phrase you might have figured out
- star (*) important or repeating ideas
- put a question mark (?) next to a section you are questioning or confused about
- use an exclamation point (!) for areas that remind you of another text or ideas that strike you or surprise you in some way

Besides using the codes, marking the text with thinking related to the codes is important. You will continue to use these codes throughout your reading of both texts in the unit to think more deeply about the details in each text.
