

9.2.1.2

Lesson 2 Agenda/Overview

Standards: RL.9-10.2, CCRA.R.6, W.9-10.9.a
Text: "The Tell-Tale Heart," paragraphs 1 and 2

- Introduction to Lesson Agenda
- Homework Accountability
- Paragraph 1 and 2 Reading and Discussion
- Quick Write
- Closing

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped or refined by specific details; provide an objective summary of the text.

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

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]").

Talk in pairs about how you applied the focus standard (RL.9-10.4) to your Accountable Independent Reading (AIR) text.



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Take out your paragraph 1 and 2 annotation (Lesson 1 Homework) and talk with your partner about the paragraph 1 annotation. Discuss, based on your annotation, whether or not the character is mad.


00:02 00

He is exclaiming at the reader. * The narrator admits he is very nervous and repeats this word twice. He is saying he is just nervous and not mad. * The narrator says his senses are heightened from some "disease." This is a reason for why he is not mad.

* TRUE!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily—how calmly I can tell you the whole story.

* The narrator might be mad since he can hear things in hell. * The narrator says he can tell the story in a calm and healthy way showing he is not mad.

Continue your discussion in pairs about your paragraph 2 annotation.



00:02 00

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It is impossible to say how first the idea entered my brain; but once conceived ^{Something is haunting the narrator.} it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! ^{? if the narrator loved the old man, why would he kill him?} He had the eye of a vulture ^{Is something wrong with the old man's eye?}—a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually ^{* strangeness of wanting to kill someone because of their eye}—I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Central Idea

- The main ideas of a text; the main topics; ideas that repeat
- Describes the overarching ideas of the text
 - > theme can be what a piece of literature is about or what a text says about a subject



What central ideas emerge in paragraphs 1 and 2? Include specific details from the text in your response.

TRUE!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad?

What is "True!"

The narrator is confirming that he is "dreadfully nervous."

What distinction is the narrator making between *nervous* and *mad*?

He is saying that he is very nervous (highly excitable, uneasy or apprehensive) but not mad (insane or mentally ill). According to the narrator, nervous is more acceptable than mad.

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The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad?

What has happened to the narrator's senses (a human being's five senses - "sense of hearing," in this case)?

Some "disease" has made them sharp; his hearing is extremely heightened.

What evidence does the narrator give to show his hearing was acute?

He says he heard things in the heavens, in the earth, and in hell.

What words (synonyms) could replace *acute* in this context?

sensitive or sharp

What does his *acute* hearing reveal about the narrator?

He is more than nervous. He may be insane. It is not humanly possible to hear things in heaven, in earth, and in hell.

Hearken! (*listen*) and observe how healthily—how calmly I can tell you the whole story.

What is the narrator telling the reader to do?

He is telling the reader or unknown character to listen and watch as he tells the story.

How does the narrator speak to the reader in this excerpt?

He exclaims or demands the reader should listen and watch how he tells the story.

Why does the narrator choose the words *calmly* and *healthily* when describing how he is going to tell the story?

The narrator is assuring the reader that he is calm and healthy enough to tell the story and that he is not mad.

With your partner discuss and write central ideas you notice emerging in paragraph 1 in the margin of the text. Mark those places in the text with the code: **CI** (Central Idea). This will help you keep track of evidence you will be using later on in the lesson assessment as well as the Mid-Unit and End-of-Unit Assessments, which focus on the development of central ideas in the text. This focused annotation supports your engagement with W.9-10.9.a, which focuses on the use of textual evidence in writing.

madness, nervousness, contradiction



9.2.1.2

Reread paragraph 2 with your partner.

What "haunted" the narrator?

The idea of killing another man haunts him: "how first the idea entered my brain; but once conceived, it haunted me day and night."

Why does the narrator decide to "take the life of the old man"?

Because he wants to rid himself "of the eye forever."

How does the narrator feel about the old man?

The narrator loves the old man and has no reason to kill him. He says that the old man has never insulted him or wronged him: "I loved the old man. He never wronged me. He had never given me insult."

How does the narrator describe the old man's eye?

He describes the eye as "the eye of a vulture (a bird of prey) — a pale blue eye, with a film over it." It makes him upset or frightened, "Whenever it fell upon me, my blood ran cold."

How does the eye affect the narrator?

- It makes him want to kill the old man because he wants to rid himself of the eye: "I made up my mind to take the life of the old man, and thus rid myself of the eye forever."
- He discusses how he has no other reason to kill the old man: "Passion there was none. I loved the old man."
- The eye torments the narrator to the point that he must kill the old man: "Whenever it fell upon me, my blood ran cold."

Talk in pairs and discuss what repeating ideas you notice in paragraph 2. Are any of these ideas similar to those determined in paragraph 1?

- Repeated from paragraph 1: madness/insanity for being driven to murder because of an eye; this is also seen in his contradiction of loving the old man but willingness to kill him for his eye.
- New to paragraph 2: obsession (plans to kill the old man solely because of his eye).

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What central ideas emerge in paragraphs 1 and 2?

Include specific details from the text in your response.

Quickwrite 

Look at your annotations to find evidence. Use the Short Response Checklist and Rubric to guide your writing. Remember the work done in Module 1 around integrating quotes into written responses.



Homework

Think about your initial reactions and questions from Lesson 1's masterful reading and today's close reading. Then write a paragraph in response to this prompt: *Think back to your impressions of the story from Lesson 1. What do you know about the story now that you did not know before?*

Preview the following lesson's text by annotating paragraph 3 using the annotation codes from Module 9.1.
