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Lesson 8 Agenda/Overview

Standards: RL.9-10.2, RL.9-10.5, CCRA.R.6, W.9-10.2.b,d,W.

9-10.9.a, SL.9-10.1.a, L.9-10.1

Text: "The Tell-Tale Heart," (The text has been read in its entirety.)

- Introduction to Lesson Agenda
- Homework Accountability
- Small Group Discussion
- Mid-Unit Assessment
- 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.

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.

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

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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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]").

SL.9-10.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

L.9-10.1 Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.

9.2 Common Core Learning Standards Tool

W.9-10.2.d and SL.9-10.1.a



What do you think are the main ideas in these standards?

Use precise language and domain-specific vocabulary to discuss the topic. Prepare for discussions by completing the reading or research; use the preparation to cite textual evidence to keep the discussion thoughtful and ideas flowing.



Domain-specific vocabulary in W.9-10.2.d refers to specific language used to talk about different topics in texts. In this case, the domain-specific vocabulary refers to language that has been taught throughout the unit like *structural choices* and *point of view*. Look at the standards to support your work with using domain-specific vocabulary, especially when writing the Mid-Unit Assessment.

You should practice standard SL.9-10.1.a as you engage in evidence-based discussion in this lesson. SL.9-10.1.a will be informally assessed in Lesson 12.

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Mid-Unit Assessment (9.2.1 Lesson 8)

Identify a central idea in "The Tell-Tale Heart" and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text.

You will be working in small groups to discuss, identify, and connect evidence about the development of central ideas in "The Tell-Tale Heart."

Mid-Unit Evidence Collection Tool

Review your discussion notes, annotation, and Quick Writes from the previous lessons and look for textual evidence of how Poe develops the central idea of guilt.

Identify at least two pieces of textual evidence about how Poe develops the central idea of guilt in the story through his structural choices and point of view and record them on your Mid-Unit Evidence Collection Tool.

Point of View Text Evidence	Point of View Text Evidence
"My head ached, and I fancied a ringing in my ears"	" -- but I talked more fluently, and with a heightened voice."

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Structural Choices Text Evidence	Structural Choices Text Evidence
"Oh, God! What could I do?"	"Almighty God! -- no, no! They heard!"

Connections

Poe is using the narrator's point of view to show how the guilt is affecting him physically. Poe's structural choices show how the guilt is increasing the narrator's excitement.

Possible Claims

Poe develops the central idea of guilt through the narrator's negative physical reactions. Poe develops the central idea of guilt by using punctuation to show the narrator's breakdown.

In small groups continue identifying and connecting evidence about the development of central ideas in "The Tell-Tale Heart" using the Mid-Unit Evidence Collection Tool. You were introduced to L.9-10.1 in Lesson 7 and practiced applying this standard in writing for the Exit Ticket. In this lesson, you are asked to consider L.9-10.1 in relation to speaking during discussion.

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You should now remain quiet throughout the assessment as a courtesy to all students. You can use your annotated text, discussion notes, previous lesson Quick Writes, and Mid-Unit Evidence Collection Tool. Demonstrate correct grammar and usage in your writing to write a multi-paragraph response to the following prompt: **Identify a central idea in "The Tell-Tale Heart" and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text.** If you finish before the time allotted, you should revisit the Text Analysis Rubric to ensure that you have fulfilled all of the criteria.



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.
