Effective Pedagogy: Best Practices

Grand Canyon University: SED-444

October 4, 2015

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Plan** | | | | | | | | | | | | | | | | | | | |
| **Content Area:** English Language Arts  **Grade Level:** 7th  **Course Description:** Seventh grade English Language Arts focuses on four main academic English Language Arts standards: reading, writing, speaking and listening, and research. This course supports literacy skills and academic thinking. The primary studies in 7th grade English Language Arts include grammar and mechanics of English, developing vocabulary through context, informative & persuasive writing, analyzing literary elements, examining writing structure, and writing for different purposes and audiences (7th Grade, n.d.). | | | | | | | | | | | | | | | | | | | |
| **Unit Title:** Edgar Allan Poe and The Tell-Tale Heart  **Unit Summary:** This unit willincrease students’ knowledge of Edgar Allan Poe as a person and author. The unit will support students making connections between Poe’s life and his writing. Students will read, analyze, and evaluate “The Tell-Tale Heart” by Edgar Allan Poe and complete multiple assignments, projects, and assessments to display their knowledge of Poe and the story. | | | | | | | | | | | | | | | | | | | |
| **Student Description:** Students are 7th graders of both genders, mixed races, and mixed socioeconomic backgrounds, and mixed abilities of lower achieving and advanced placement students. | | | | | | | | | | | | | | | | | | | |
| **Pennsylvania Standards:**  CC. 1.4.7.A.: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly (SAS, 2015, para. 85).  1.3.7.C.: Interpret the use of literary elements within and among texts including characterization, setting, plot, theme, point of view, and tone (SAS, 2015, para 115).  **E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). | | | | | | | | | | | | | | | | | | | |
|  | **Knowledge** | | **Comprehension** | | | | | **Application** | | | **Analysis** | | | | **Synthesis** | | | | **Evaluation** |
| **Day 1**  Objective:  Students will increase their knowledge of Edgar Allan Poe and make connections between his life and writings. | Students will *recall* prior knowledge they have about Edgar Allan Poe and his stories. | | Students will *discuss* their knowledge of Edgar Allan Poe and his work with the teacher and classmates. | | | | | Students will *determine* if Poe’s life experiences are connected to his writing style | | | Students will *collect* more information about Poe’s life. | | | | Students will *compose* a list of significant events about Poe’s life. | | | | Students will *conclude* how Poe’s life experiences influenced his writing style. |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * The teacher will give a pretest to assess student knowledge of Poe and his writings. * Use various instructional methods to meet the needs of diverse learners and to present material about Poe through auditory and visual means. * Class discussion of any misconceptions about Poe’s life * Students will use a graphic organizer to organize facts about Poe. | | | | | | | Formative assessment - The Tell Tale Heart Pretest.  Formative assessment - Class discussion and graphic organizers. | | | | | | | | | | | |
|  | **Knowledge** | | | | | **Comprehension** | | **Application** | | **Analysis** | | | **Synthesis** | | | | | **Evaluation** | |
| **Day 2**  Objective:  Students will prepare to read “The Tell-Tale Heart” by stimulating interest and setting a purpose for reading. | Students will *relate* prior knowledge to the information on the story. | | | | | Students will *recognize* new information contained in the Anticipation Guide. | | Students will *interpret* their opinions on statements from the story. | | Students will *analyze* their opinions of statements from the story. | | | Students will *compose* responses to the Anticipation Guide. | | | | | Students will *justify* their opinions before reading the story. | |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * Discuss the purpose of the Anticipation Guide. * Read instructions on the Anticipation Guide * Read each statement on Anticipation Guide aloud. * Monitor students as they complete Anticipation Guide. * Collect and review students’ answers. | | | | | | | Formative assessment – Observe students as they work on Anticipation Guide.  Formative assessment - Anticipation Guides. | | | | | | | | | | | |
|  | **Knowledge** | | **Comprehension** | | | | | **Application** | | | | **Analysis** | | | | **Synthesis** | | | **Evaluation** |
| **Day 3**  Objective:  Students will learn the meaning of vocabulary words from The Tale-Tell Heart. | Students will *list* the vocabulary words. | | Students will *recite* the vocabulary words. | | | | | Students will *complete* the definition of the vocabulary words. | | | | Students will *analyze* the meanings of the vocabulary words. | | | | Students will *prepare* for quiz onvocabulary words. | | | Students will *assess* their knowledge of vocabulary words. |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * List vocabulary words & definitions on whiteboard. * Read each word aloud and have students repeat it. * Give the definition of the word and an example sentence. * Students will complete vocabulary worksheet individually or with a peer. * Collect, correct, and return to students. | | | | | | | Formative assessment – Participation during vocabulary practice.  Formative assessment – “The Tell Tale Heart” vocabulary worksheet.  Formative assessment – Ticket Out the Door sheet. | | | | | | | | | | | |
|  | **Knowledge** | | | | **Comprehension** | | | **Application** | | | | **Analysis** | | | | **Synthesis** | | | **Evaluation** |
| **Day 4**  Objective:  Students will read, respond to, and comprehend the Tale-Tell Heart. | Students will *recognize* the vocabulary words in the story. | | | | Students will *describe* the tone of the story. | | | Students will *construct* opinions about the story. | | | | Students will *examine* how the story makes them feel. | | | | Students will *classify* the various moods in the story. | | | Students will *evaluate* their feelings about the story. |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * Students will have time in class to read the short story (individually). * Teacher will read story aloud and use popcorn reading with class. * Class discussion of initial response to story. * Write ideas about the response the story evoked on whiteboard. | | | | | | | Formative assessment – Class discussion of how the story made students feel.  Formative assessment – Ticket Out the Door sheet | | | | | | | | | | | |
|  | **Knowledge** | **Comprehension** | | | | | | **Application** | | | | **Analysis** | | | | **Synthesis** | | | **Evaluation** |
| **Day 5**  Objective:  Students will analyze the two main characters in the story. | Students will *name* the two main characters. | Students will *describe* the main characters. | | | | | | Students will *illustrate* the appearance of the characters. | | | | Students will *compare and contrast* the characters in the story. | | | | Students will *relate* to how each character felt. | | | Students will *judge* the main character’s actions. |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * Classroom discussion of main characters. * Individually, students will list characters’ traits to compare and contrast in a graphic organizer. * Students will complete an outline to prepare for the poster project. * Discuss and assign poster project for homework due by Day 9. The poster will consist of drawings or images of how students envision each character and include the words to describe the characters. | | | | | | | Formative assessment – Class discussion on characters.  Formative assessment - Graphic organizers on characters.  Formative assessment – Outlines for poster project. | | | | | | | | | | | |
|  | **Knowledge** | **Comprehension** | | | | | | **Application** | | | | **Analysis** | | | | **Synthesis** | | | **Evaluation** |
| **Day 6**  Objective:  Students will analyze the themes of “The Tell-Tale Heart.” | Students will name *list* important elements of the story. | Students will *identify* the themes of the story. | | | | | | Students will *complete* a theme summary. | | | | Students will *distinguish* among the themes of the story. | | | | Students will *construct* a response to each theme. | | | Students will *interpret* each theme of the story. |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * Teacher will discuss and list an explanation and elements of themes. * Classroom discussion to brainstorm list of possible themes for the story on whiteboard. * Students will create a T-chart for themes of the story. | | | | | | | Formative assessment - Class discussion on brainstorming themes of story.  Formative assessment - T-charts on themes of the story. | | | | | | | | | | | |
|  | **Knowledge** | | **Comprehension** | | | | | **Application** | | **Analysis** | | | **Synthesis** | | | | | **Evaluation** | |
| **Day 7**  Objective:  Students will gain a deeper understanding of the story by interacting with peers. | Students will *recall* the theme and characters. | | Students will *express* their opinion of the story. | | | | | Students will *complete* discussion questions. | | Students will *examine* their answers to discussion questions. | | | Students will *propose* an alternate ending to the story in groups. | | | | | Students will *justify* their alternate ending. | |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * Students will choose cooperative learning groups of three to discuss the story. * Groups will discuss possible alternate endings to the story and support rational with textual evidence. * Teacher will monitor group work. * Each group will come up with an alternate ending in an 8-sentence paragraph. * Submit final draft to teacher for feedback. * Teacher will review, revise, and copy for each student in group. | | | | | | | Formative assessments – Observe group work.  Formative assessment - 8 sentence paragraph of an alternate ending from each group. | | | | | | | | | | | |
|  | **Knowledge** | | **Comprehension** | | | | | **Application** | | **Analysis** | | | **Synthesis** | | | | | **Evaluation** | |
| **Day 8**  Objective:  Students will present an oral report conveying an alternate ending to “The Tell-Tale Heart.” | Students will *state* the group’s alternate ending. | | Students will *tell* the class their group’s alternate ending in an oral presentation. | | | | | Students will *demonstrate* anunderstanding of textual connections to their alternate ending. | | Students will *differentiate* between the story’s actual ending and their alternate ending. | | | Students will *formulate* rational explanations for their alternate ending. | | | | | Students will *support* their alternate ending with evidence from the text. | |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * Teacher will restate the instructions for the Alternate Ending Oral Presentation. * Teacher will introduce the groups for oral presentations. * The teacher will facilitate a question/answer session after each presentation. | | | | | | | Formative assessment - Observation of oral presentations and question/answer segment.  Summative assessment - Oral presentations. | | | | | | | | | | | |
|  | **Knowledge** | | | **Comprehension** | | | | **Application** | | **Analysis** | | | **Synthesis** | | | | | **Evaluation** | |
| **Day 9**  Objective:  Students will display an understanding of the timeline & important events in “The Tell-Tale Heart.” | Students will *name* the elements examined in the story map. | | | Students will *explain* the major elements of the story. | | | | Students will *apply* knowledge of the story in the story map*.* | | Students will *analyze* the story map. | | | | Students will *compose* answers for the story map. | | | | Students will *revise* the story map to prepare for the assessment. | |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * Collect poster projects. * Classroom discussion of what a story map is. * Students will complete story maps individually. * Teacher will discuss story maps with entire class to use as a review for summative assessment. * Students will play fly swatter vocabulary game to review for summative assessment. * Class review of story for final summative assessment. | | | | | | | Formative assessment – Sequence of Events worksheet.  Formative assessment - Observe students during fly swatter game.  Formative assessment – Review questions for final summative assessment. | | | | | | | | | | | |
|  | **Knowledge** | | | | | | **Comprehension** | **Application** | **Analysis** | | | | **Synthesis** | | | | **Evaluation** | | |
| **Day 10**  Objective:  Students’ overall comprehension and knowledge of the “Tell-Tale Heart” will be assessed. | Students will *recall* what they learned about the story. | | | | | | Students will *restate* the instructions for the assessment. | Students will *complete* an assessment of the story. | Students will *analyze* each test question carefully. | | | | Students will *construct* responses to the short answer essay questions. | | | | Students will *revise* answers on the test before concluding. | | |
| **Teaching Strategy** | | | | | | | **Assessment** | | | | | | | | | | | |
| * Teacher will explain the format and expectations of the final summative assessment for the unit. * Students complete test and then do Post-Reading Anticipation Guide. * Teacher will be available to respond to students’ questions about the test. | | | | | | | Final summative assessment on “The Tell-Tale Heart” Unit.  Formative assessment – “The Tell-Tale Heart” Post-Reading Anticipation Guide. | | | | | | | | | | | |

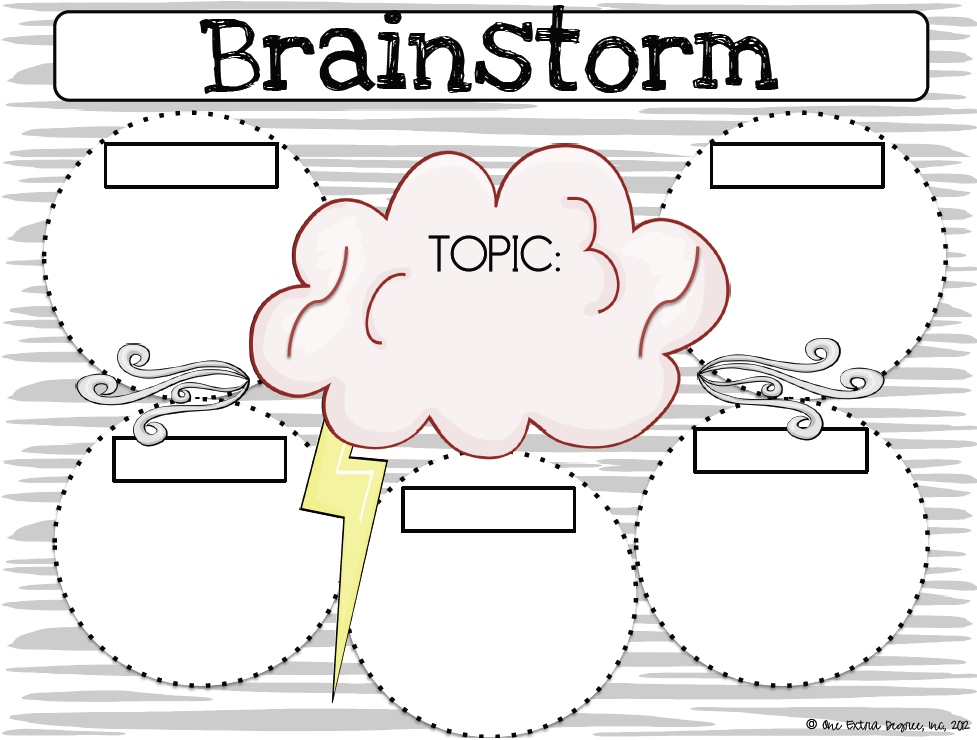
# EEI Lesson Plan 1

|  |  |  |
| --- | --- | --- |
| VITAL INFORMATION | | |
| **Author** |  | |
| **\*Subject(s)** | ***English/Literature*** | |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” | |
| **\*Grade/Level** | ***7th*** | |
| **\*Summary** | Today’s lesson focuses on facts about Edgar Allan Poe and utilizes students’ prior knowledge of him, as well as expands their knowledge of him. | |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | | |
| **\*PA Standards** | **E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). | |
| **Differentiated**  **Instruction** | Teacher will use prior knowledge, as well as, auditory and visual methods to present material about Poe to meet the needs of diverse learners.  **Accommodations**:   * Preferential seating in front of classroom (see seating chart on desk). * Have students pass out/collect brainstorm webs (see list on desk). * Give students extra time to complete pretest (see list on desk). * Monitor students’ individual work frequently (see list on desk). | |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | | |
| **Objective** | | The students will make connections between Edgar Allan Poe’s life and his writing using classroom discussion, Internet research, and by creating a graphic organizer with at least five relevant connections. |
| **Anticipatory Set** | | Teacher will read Edgar Allan Poe’s poem, “The Raven,” aloud to capture students’ attention.  Teacher will give a pretest to check students’ prior knowledge on Poe and “The Tell-Tale Heart.” |
| **Teach Lesson / Model** | | Teacher will show a short Youtube bio video on the life of Edgar Allan Poe - . *https://www.youtube.com/watch?v=yIp4m\_v9xGs*  Teacher will facilitate classroom discussion to expand students’ knowledge about Poe and make connections between his life and writing style,  As a class, brainstorm a list of facts about Poe and his stories/poems and write the list on the whiteboard.  The teacher will explain what type of relevant information about Poe they should put on their graphic organizer. |
| **Guided Practice** | | The teacher will create a sample brainstorm web with information from the brainstorm list for students to use as a model.  Teacher will give students a list of websites to find more information on Poe and help students find information on Poe, as needed. |
| **Independent Practice** | | Students will use the Internet to research more facts about Poe and add them to their brainstorm list.  Students will complete their own graphic organizer (brainstorm web) using at least five key facts about Poe using the brainstorm list or information they obtained in their independent research.  Students will complete pretest.  **Accommodations:**   * Give individual help with brainstorm web to students (see list on desk). * Monitor individual work frequently as students search for facts about Poe (see list on desk). * Give students extra time for pretest (see list on desk). |
| **Closure** | | Lesson will end with classroom discussion about how Poe’s difficult and unusual life experiences shaped his writing style.  Students will share thoughts from their graphic organizer about the connection between Poe’s life and his writing. |
| **Evaluation**  **\*Assessment/**  **Rubrics** | | Formative assessment - Pretest, classroom discussion, question/answer segment.  Formative assessment – Brainstorm web (Teacher will check for at least five relevant and correlating facts between Poe and his writing on graphic organizers and return to students with any feedback). |
| MATERIALS AND RESOURCES | | |
| **Instructional Materials (handouts, etc.)** | * **“Edgar Allan Poe’s Complete Tales & Poems” book for teacher’s reading** * **Pretest** * **Brainstorm webs for students to complete** * **List of websites for students’ use** * **Ipads for students’ Internet use/White board and dry erase markers.** | |
| **Resources** | * **“Edgar Allan Poe’s Complete Tales & Poems” book obtained from school library** * Pretest, worksheet, graphic organizers provided by teacher * Ipads provided by school for in-class use. | |

**FOR TEACHER’S USE**

**WEBSITE FOR “THE RAVEN” - http://www.poestories.com/read/raven**

**WEBSITE FOR** **16 Little Known Facts About Edgar Allan Poe** (TEACHER REFERENCE GUIDE FOR BRAINSTORM LIST) - https://www.phactual.com/16-little-known-facts-about-edgar-allan-



(Butler, 2015).

**WEBSITE LIST FOR EDGAR ALLAN POE**

https://www.poemuseum.org/students.php

http://www.poestories.com/http://

www.poetryfoundation.org/bio/edgar-allan-poe

http://www.educationworld.com/a\_sites/sites073.shtml

http://www.poe200th.com/

**THE TELL-TALE HEART PRE-TEST**

Multiple Choice:

1. Edgar Allan Poe became famous for his writing in his lifetime.
   1. True
   2. False
2. Edgar Allan Poe was raised by:
   1. His aunt and uncle
   2. His mother and father
   3. In an orphanage
   4. His brother and sister
3. In spite of having an easy life with *little* heartache, Poe wrote many dark stories.
   1. True
   2. False
4. Poe’s mother, father, brother, and wife all died unexpectedly from:
   1. Murder
   2. Suicide
   3. The Black Plague
   4. Tuberculosis
5. The mystery surrounding Poe’s death remains to this day.
   1. True
   2. False
6. Which of his senses does the Narrator say is the sharpest?
   1. Smell
   2. Sight
   3. Taste
   4. Hearing
7. Some themes in “The Tell-Tale Heart” are as follows:
   1. Paranoia
   2. Fear
   3. Internal conflict
   4. All of the above
8. The “Tell-Tale Heart” was written from which perspective:
   1. First person
   2. Second person
   3. Third person
   4. A mixture
9. The Old Man *never* notices someone is in his bedroom watching him.
   1. True
   2. False
10. The Narrator is tormented by the Old Man’s:
    1. Teeth
    2. Face
    3. Eye
    4. Smell
11. The vocabulary word “Vex” means to:
    1. Make laugh
    2. Irritate
    3. Study
    4. Bring peace
12. “I think it was his eye! Yes, it was this! He had the eye of a vulture --a pale blue eye, with a film over it,” *best* represents what? (The Tell-Tale Heart, 2015)
    1. Tone
    2. Theme
    3. Style
    4. Imagery
13. Which example/s best represent the Conflict in the story? (The Tell-Tale Heart., 2015)
    1. Man vs. Self
    2. Man vs. Man
    3. Man vs. Society
    4. All of the above
14. The Narrator loses all sense of reality by the end of the story.
    1. True
    2. False
15. The Climax of the story occurs when:
    1. The Narrator sneaks in the Old Man’s bedroom to watch him sleep
    2. The Old Man wakes up in fear
    3. The police come to the house
    4. The Narrator smothers and dismembers the Old Man
16. The Old Man’s eye gives the Narrator a feeling of .
    1. Anger
    2. Fear
    3. Joy
    4. Excitement
17. The Old Man *nearly* escapes being murdered by the Narrator.
    1. True
    2. False
18. The Narrator confesses his crime of murder to the police because he feels .
    1. Remorseful
    2. Sad
    3. Excited
    4. Paranoid
19. The Narrator makes it known that he loves the Old Man.
    1. True
    2. False
20. What word does NOT describe the Old Man?
    1. Arrogant
    2. Scared
    3. Angry
    4. Both a & c

Vocabulary Matching:

|  |  |
| --- | --- |
| 1. **Foresight** | 1. wise, solid judgment |
| 1. **Hearkening** | 1. having smooth politeness and being persuasively pleasing |
| 1. **Dissimulation** | 1. small quantities or amounts |
| 1. **Awe** | 1. thoughtful regard for the future |
| 1. **Bade** | 1. to become gradually less |
| 1. **Acute** | 1. past tense of “bid” – to utter or summon |
| 1. **Sagacity** | 1. a form of deception where one hides the truth; to disguise one’s true feelings under a fake appearance |
| 1. **Scantlings** | 1. giving careful attention |
| 1. **Wane** | 1. a mixed feeling of reverence, fear, and wonder |
| 1. **Suavity** | 1. having a very keen awareness |

(Vocabulary Words, 2015).

**Answer Key for****The Tell-Tale Heart Pre-Test**

|  |  |
| --- | --- |
| Multiple Choice   1. b 2. d 3. b 4. d 5. a   6. d  7. d  8. a  9. b  10. c  11. b  12. d  13. d  14. a  15. d  16 a  17. b  18. d  19. a  20. d | Matching  1. d  2. h  3. g  4. i  5. f  6. j  7. a  8. c  9. e  10. b |

# EEI Lesson Plan 2

|  |  |
| --- | --- |
| VITAL INFORMATION | |
| **Author** |  |
| **\*Subject(s)** | ***English/Literature*** |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” |
| **\*Grade/Level** | ***7th*** |
| **\*Summary** | Students will prepare to read “The Tell-Tale Heart” and anticipate what will happen in the story. |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | |
| **\*PA Standards** | **Standard: E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). |
| **Differentiated**  **Instruction** | Teacher will use auditory and visual methods to prepare students to complete the Anticipation guide before reading “The Tell-Tale Heart.”  **Accommodations:**   * Preferential seating in front of classroom (see seating chart on desk). * Have students pass out/collect Anticipation Guides (see list on desk). * Ask student frequent questions to keep focused (see list on desk). * Monitor students’ individual work frequently (see list on desk). * Modified Rubric for 5 sentence paragraph |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | |
| **Objective** | Students will complete a pre-reading activity by formulating opinions on statements from the story using the Anticipation Guide to prepare them to read “The Tell-Tale Heart,” and then justify *one opinion* in a 5-sentence paragraph using a dictionary or thesaurus as a reference. |
| **Anticipatory Set** | Teacher will review what students learned about Poe in previous lesson.  Teacher will discuss how opinions can change after reading a story. |
| **Teach Lesson / Model** | Teacher will discuss what it means to “anticipate” thoughts on a story.  Group discussion and brainstorming of elements students expect to find in a suspenseful story.  Teacher will list students’ ideas on whiteboard.  Teacher will discuss instructions for Anticipation Guide.  Teacher will give feedback on students’ Anticipation Guides.  Teacher will give instructions for 5-sentence paragraph. |
| **Guided Practice** | Students will participate in classroom discussion of elements of a suspenseful story. |
| **Independent Practice** | Students will read “The Tell-Tale Heart” independently.  Students will complete the “Tell-Tale Heart” Anticipation Guide.  Students will complete 5-sentence paragraph.  **Accommodation**: Holistic Rubric  Students will complete Ticket Out the Door. |
| **Closure** | Students will reflect on their opinions and predict what they think will happen in the story. Students will be interested in reading the story and have a purpose for reading. |
| **Evaluation**  **\*Assessment/**  **Rubrics** | Formative assessment – Observation of classroom discussion and brainstorming session (no need to document).  Formative assessment – Anticipation Guide. (Give written feedback and return to students).  Formative assessment – 5 sentence paragraph (Use rubrics to score and return to students). **Accommodation**: Holistic Rubric  Formative assessment – Ticket Out the Door |
| MATERIALS AND RESOURCES | |
| **Instructional Materials (handouts, etc.)** | * The Tell-Tale Heart Anticipation Guide. * 5 sentence paragraph sheet. * Ticket Out the Door. |
| **Resources** | * Anticipation guide provided by teacher. * Ticket Out the Door provided by teacher |

DIRECTIONS: *Before* reading “The Tell-Tale Heart,” respond to each statement with your opinion. Check whether you Agree, Disagree, or are Unsure about the statement.

|  |  |  |  |
| --- | --- | --- | --- |
| **The Tell-Tale Heart Anticipation Guide**  **BEFORE READING** | | | |
| **Statement** | **Agree** | **Disagree** | **Unsure** |
| Some people don’t feel remorse for doing bad things. |  |  |  |
| Guilt is worse than being caught for a wrongdoing. |  |  |  |
| The truth usually comes to light. |  |  |  |
| A person can be temporarily insane. |  |  |  |
| Insane people don’t always know they are insane. |  |  |  |
| It is possible to love someone and murder them. |  |  |  |
| The fear of the unknown is worse than the fear of the known. |  |  |  |
| Murder is never right, no matter the circumstances. |  |  |  |
| Guilt can make people confess crimes. |  |  |  |
| It is easy to imagine noises or see imaginary things in the dark. |  |  |  |

DIRECTIONS: *After* reading “The Tell-Tale Heart,” respond to each statement with your opinion. Check whether you Agree, Disagree, or are Unsure about the statement.

|  |  |  |  |
| --- | --- | --- | --- |
| **The Tell-Tale Heart Anticipation Guide**  **AFTER READING** | | | |
| **Statement** | **Agree** | **Disagree** | **Unsure** |
| Some people don’t feel remorse for doing bad things. |  |  |  |
| Guilt is worse than being caught for a wrongdoing. |  |  |  |
| The truth usually comes to light. |  |  |  |
| A person can be temporarily insane. |  |  |  |
| Insane people don’t always know they are insane. |  |  |  |
| It is possible to love someone and murder them. |  |  |  |
| The fear of the unknown is worse than the fear of the known. |  |  |  |
| Murder is never right, no matter the circumstances. |  |  |  |
| Guilt can make people confess crimes. |  |  |  |
| It is easy to imagine noises or see imaginary things in the dark. |  |  |  |

**The Tell-Tale Heart**

**5 Sentence Paragraph**

**DIRECTIONS: Chose one statement from The Tell-Tale Heart Anticipation Guide and write a 5-sentence paragraph explaining why you agree or disagree with the statement.**

**Things to Remember:**

**Introduction Sentence:** I agree (or disagree) with the statement .

**Three** sentencesexplaining why you feel as you do.

Last sentence stating whether or not you think after reading the story, your opinion could change.

Use your dictionary or thesaurus to help you write.

Remember to use proper spelling, punctuation, and grammar.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The Tell-Tale Heart**  **5 Sentences on Anticipation Guide**  **RUBRIC** | | | | | |
| **Category** | **4**  **Above Standard** | **3**  **Meets Standard** | **2**  **Partial Standard** | **1**  **Below Standard** | **Score** |
| **Introduction Sentence** | Clearly conveys the statement and whether student agrees or disagrees. | Conveys the statement and whether student agrees or disagrees. | Partially conveys the statement and but not whether student agrees or disagrees | Does not accurately convey the statement OR whether student agrees or disagrees |  |
| **3 Supporting Sentences** | All 3 supporting sentences are thoughtfully written and correlate with the statement. | Provides 3 supporting sentences that mostly correlate with the statement | Provides 2 supporting sentences that correlate with the statement. | Provides 1 or less supporting sentences that correlate with the statement. |  |
| **Last sentence states whether or not opinion could change after reading story.** | Sentence is thoughtfully written and provides a clear statement on whether or not opinion could change. | Sentence is provides a clear statement on whether or not opinion could change. | Sentence does not convey clearly whether or not opinion could change. | Sentence does not answer question. |  |
| **Capitalization, spelling, and punctuation** | Contains zero errors | Contains 1 error | Contains 2 errors | Contains 3 or more errors |  |
| **TOTAL** |  |  |  |  |  |

Example for all analytic rubrics from: (Rubistar, 2009).

|  |  |
| --- | --- |
| **Holistic Rubric for “The Tell-Tale Heart”**  **5 Sentence Paragraph** | |
| **Excellent**  **5 pts.** | All sentences are articulately written  Uses statement from Anticipation Guide & states agree or disagree  Rational justification in all sentences  States if opinion could change  No grammar, spelling, and punctuation mistakes |
| **Good**  **4 pts.** | Most sentences are thoughtfully written  Uses statement from Anticipation Guide & states agree or disagree  Above average justification in 3 sentences  States if opinion could change  Few grammar, spelling, and punctuation mistakes |
| **Average**  **3 pts.** | Some sentences are thoughtfully written  Uses statement from Anticipation Guide & states agree or disagree  Average justification in 3 sentences  States if opinion could change  Average use grammar, spelling, and punctuation |
| **Fair**  **2 pts.** | Sentences are below average  States whether agree or disagree with a statement  Some justification in sentences  May not state if opinion could change  Below average grammar, spelling, and punctuation |
| **Poor**  **1 pts.** | Sentences are poorly written  Does not state whether agree or disagree with a statement  Does not provide justification in sentences  Does not state if opinion could change  Very poor grammar, spelling, and punctuation |
| **TOTAL POINTS** |  |

Example for all Holistic Rubrics from: (Diannova, 2012).

**Ticket Out the Door**

**3 words I would use to anticipate the story.**

**2 things I am anxious to learn about the story.**

**1 question I have before I read the story.**

# EEI Lesson Plan 3

|  |  |
| --- | --- |
| VITAL INFORMATION | |
| **Author** |  |
| **\*Subject(s)** | ***English/Literature*** |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” |
| **\*Grade/Level** | ***7th*** |
| **\*Summary** | Teacher will introduce “The Tell-Tale Heart” vocabulary words to students. |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | |
| **\*Standards** | **E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). |
| **Differentiated**  **Instruction** | Teacher will use auditory and visual methods to present vocabulary words. Choral reading, application, and practice with vocabulary words by various methods to address different learning styles. Have students write homework in daily planner  **Accommodations:**   * Preferential seating in front of classroom (see seating chart on desk). * Allow students to pass out/collect material (see list on desk). * Pair students with helpful students in class for classwork (see seating chart on desk) |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | |
| **Objective** | Students will learn and comprehend the meaning of vocabulary words from “The Tale-Tell Heart,” and demonstrate their comprehension of them on a vocabulary homework sheet with fewer than 3 mistakes. |
| **Anticipatory Set** | Teacher will review the connections they made about Poe’s life and writing from previous lesson. |
| **Teach Lesson / Model** | Teacher will write vocabulary words, definitions, and sentences on the white board and call on various students to read them aloud.  Teacher will give students “The Tell-Tale Heart” Vocabulary Worksheet. |
| **Guided Practice** | Students will participate in choral reading of vocabulary words.  In classroom discussions, teacher will have students create other sentences using the vocabulary words.  **Accommodation:** Specifically call on students to keep their attention (see list on desk). |
| **Independent Practice** | Students will work individually to complete fill-in the blank vocabulary worksheet and exchange with a peer to check.  **Accommodation:** Pair students with helpful students in class (see seating chart on desk).  Students will complete Ticket Out the Door. |
| **Closure** | Students will participate in question/answer session about the meaning of vocabulary words and Ticket Out the Door. |
| **Evaluation**  **\*Assessment/**  **Rubrics** | Formative assessment - Classroom discussions (No documentation necessary)  Formative assessment -Question/answers segment (No documentation necessary)  Formative assessment - Vocabulary worksheet (Check with Answer Key and return to students before end of class)  Formative assessment - Homework vocabulary worksheet (Due tomorrow. Check with Answer Key)  **Accommodation**: Modified homework vocabulary worksheet. (Due tomorrow. Check with Answer Key)  **Accommodation:** Be sure to give students (see list on desk) MODIFIED homework sheet.  Formative assessment – Ticket Out the Door. |
| MATERIALS AND RESOURCES | |
| **Instructional Materials (handouts, etc.)** | * **Tell-Tale Heart” worksheet** * **Tell-Tale Heart vocabulary homework sheet** * **White board and dry erase markers.** |
| **Resources** | * **Edgar Allan Poe’s Complete Tales & Poems” book obtained from school library** * In class worksheet and homework sheet provided by teacher. |

***Tell-Tale Heart Vocabulary Words***

(Project on screen & give to students as a reference/study guide)

1. **Foresight:** Thoughtful regard for the future
2. **Dissimulation:** Hidden under a false appearance
3. **Vexed:** Troubled, distressed, caused agitation
4. **Sagacity:** Sound judgment
5. **Hearkening:** Giving careful attention
6. **Awe:** A mixed feeling of reverence, fear, and wonder
7. **Distinctness:** Unmistakable, clearly defined
8. **Acute:** Very keen
9. **Concealment:** A means of hiding
10. **Wane:** To grow gradually less
11. **Scantlings:** Small quantities or amounts
12. **Suavity:** Gracefulness, politeness
13. **Bade:** Urged, compelled
14. **Reposed:** To lay at rest
15. **Derision:** Contempt, ridicule

**Classroom Worksheet**

**Vocabulary for "The Tell-Tale Heart" by Edgar Allan Poe**

Directions: Write the vocabulary word that fits each sentence. Choose from the word bank below.

|  |
| --- |
| Sagacity Scantlings Wane  Awe Bade Acute  Hearken Dissimulation Vex  Suavity Distinct Repose  Derision Foresight Conceal |

1. The man’s planning and helped him get away with his crime.
2. to the noise outside, the black cat sat very still.
3. Signing your parent’s name on a poor test is .
4. The children were in as they watched the fireworks on the Fourth of July.
5. The father his children good bye before he left for his trip.
6. Deer have an sense of smell that alerts them to danger.
7. Mothers must use when making decisions for their children.
8. I prefer my meat cut into .
9. As winter approaches, daylight begins to .
10. The handsome prince displayed as he addressed the crowd.
11. The young boy had a about him that made him stand out in a crowd.
12. The criminals worked together in the of the bank robbery plan.
13. The baby finally in his crib.
14. Bullies use to hurt other’s feelings.
15. The dog became more and more as the cat taunted it.

**ANSWER KEY**

**Classroom Worksheet**

**Vocabulary for "The Tell-Tale Heart" by Edgar Allan Poe**

Directions: Write the vocabulary word that fits each sentence. Choose from the word bank below.

|  |
| --- |
| Sagacity Scantlings Wane  Awe Bade Acute  Hearken Dissimulation Vex  Suavity Distinct Repose  Derision Foresight Conceal |

1. The man’s planning and foresight helped him get away with his crime.
2. Hearkening to the noise outside, the black cat sat very still.
3. Signing your parent’s name on a poor test is dissimulation.
4. The children were in awe as they watched the fireworks on the Fourth of July.
5. The father bade his children good bye before he left for his trip.
6. Deer have an acute sense of smell that alerts them to danger.
7. Mothers must use sagacity when making decisions for their children.
8. I prefer my meat cut in scantlings.
9. As winter approaches, daylight begins to wane.
10. The handsome prince displayed suavity as he addressed the crowd.
11. The young boy had a distinctness about him that made him stand out in a crowd.
12. The criminals worked together in the concealment of the bank robbery plan.
13. The baby finally reposed in his crib.
14. Bullies use derision to hurt other’s feelings.
15. The dog became more and more vexed as the cat taunted it.

**The Tell-Tale Heart**

**Homework**

For each group of words below, circle the words that have the *same* meaning as the boldface vocabulary word.

1. **Foresight** Recall Premonition Intuition Reflection
2. **Hearken** Heed Ignore Listen Overhear
3. **Dissimulation** Confession Suppression Disclosure Expose
4. **Awe** Surprise Respect Admiration Disregard
5. **Bade** Tempt Invite Take Call
6. **Acute** Dull Sensitive Muted Dim
7. **Sagacity** Wisdom Intelligence Silly Folly
8. **Scantlings** Timber Pieces Pile Stud
9. **Wane** Disappear Expand Grow Fade
10. **Suavity** Awkward Impolite Courteous Simple
11. **Distinct** Evident Clear Apparent Vague
12. **Conceal** Disguise Reveal Disclose Tell
13. **Repose** Agitated Sleep Peaceful Calm
14. **Derision** Admiration Scorn Mockery Approval
15. **Vex** Irritate Bug Anger Soothe

**MODIFIED**

**The Tell-Tale Heart**

**Homework**

For each group of words below, circle the words that have the *same* meaning as the boldface vocabulary word.

1. **Foresight** Recall Premonition Intuition
2. **Hearken** Heed Ignore Listen
3. **Dissimulation** Confession Suppression Disclosure
4. **Awe** Surprise Respect Admiration
5. **Bade** Tempt Invite Call
6. **Acute** Dull Sensitive Muted
7. **Sagacity** Wisdom Intelligence Folly
8. **Scantlings** Pieces Pile Stud
9. **Wane** Disappear Grow Fade
10. **Suavity** Awkward Impolite Courteous
11. **Distinct** Evident Clear Vague
12. **Conceal** Disguise Reveal Tell
13. **Repose** Agitated Sleep Calm
14. **Derision** Admiration Mockery Approval
15. **Vex** Irritate Anger Soothe

**ANSWER KEY**

**The Tell-Tale Heart**

**Homework**

For each group of words below, circle the words that have the *same* meaning as the boldface vocabulary word.

**Foresight** Recall Premonition Intuition Reflection

**Hearken** Heed Ignore Listen Overhear

**Dissimulation** Confession Suppression Disclosure Expose

**Awe** Surprise Respect Admiration Disregard

**Bade** Tempt Invite Take Call

**Acute** Dull Sensitive Muted Dim

**Sagacity** Wisdom Intelligence Silly Folly

**Scantlings** Timber Pieces Pile Run

**Wane** Disappear Expand Grow Fade

**Suavity** Awkward Impolite Courteous Simple

**Distinct** Evident Clear Apparent Vague

**Conceal** Disguise Reveal Disclose Hide

**Repose** Agitated Sleep Peaceful Calm

**Derision** Admiration Scorn Mockery Approval

**Vex** Irritate Bug Anger Soothe

**Ticket Out the Door**

**3 vocabulary words I did not know before today**

**2 vocabulary words I will tell my family about today.**

**1 vocabulary word I still don’t understand.**

# EEI Lesson Plan 4

|  |  |
| --- | --- |
| VITAL INFORMATION | |
| **Author** |  |
| **\*Subject(s)** | ***English/Literature*** |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” |
| **\*Grade/Level** | ***7th*** |
| **\*Summary** | Students will read the “Tell-Tale Heart” and analyze their responses to the story. |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | |
| **\*Pennsylvania Standards** | **CC. 1.4.7.A.:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly (SAS, 2015, para. 85).  **E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). |
| **Differentiated**  **Instruction** | Teacher will read “The Tell-Tale Heart” aloud using popcorn reading strategies and help students construct meaning while reading the story. Students will read story independently. Teacher will point out vocabulary words used in context of the story.  **Accommodations:**   * Preferential seating in front of classroom (see seating chart on desk). * Monitor students’ individual work frequently (see list on desk). * Modified rubric for discussion questions (see list on desk). |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | |
| **Objective** | Students will read, respond to, and comprehend the Tale-Tell Heart and convey their understanding of the story by answering five discussion question with fewer than two mistakes and may use their book as a reference. |
| **Anticipatory Set** | Teacher will review vocabulary words from previous lesson.  Teacher will give a brief introduction to “The Tell-Tale Heart.” |
| **Teach Lesson / Model** | Teacher will give each student a copy of the “Tell-Tale Heart,” and then begin reading the story aloud to class.  Teacher will use popcorn reading strategies to read entire story.  Teacher will periodically stop during story to ask questions and check for understanding.  Teacher will ask students what emotions they felt during the story and write their ideas on the whiteboard to guide classroom discussion. |
| **Guided Practice** | Students will participate in classroom discussion of the various emotions in the story.  Teacher will write a list of students’ responses on whiteboard. |
| **Independent Practice** | Students will answer discussion questions on The Tell-Tale Heart worksheet (collect when finished, review, and give feedback. Hand back tomorrow).  **Accommodation:** Monitor students’ independent work frequently (see list on desk). |
| **Closure** | After reading “The Tell-Tale Heart” and completing discussion questions, students will comprehend and be able to analyze the story. |
| **Evaluation**  **\*Assessment/**  **Rubrics** | Formative assessments - Classroom discussions and question/answer segment  Formative assessment – Discussion questions (collect when finished, review, and give feedback. Hand back tomorrow).  **Accommodation:** Modified Rubric for students (see list on desk). |
| MATERIALS AND RESOURCES | |
| **Instructional Materials (handouts, etc.)** | * **Edgar Allan Poe’s “The Tell-Tale Heart”** * **Discussion questions** * **Grading rubrics** * **Laptops** * **White board and dry erase markers** |
| **Resources** | * **“Edgar Allan Poe’s “Tell-Tale Heart” provided by school** * Writing prompt & rubrics provided by teacher * Classroom laptops provided by school. |

**The Tell-Tale Heart**

**Discussion Questions**

*DIRECTIONS: Using evidence from the text, answer each questions below in 2 or 3 sentences.*

*Include* ***one******example*** *from the text to support your answer.*

1. Why does the narrator want the reader to believe that he is not insane?
2. What, specifically, does the narrator hate about the old man?
3. What does the narrator do that terrorizes the old man?
4. What drives the narrator to confess his crime to the police?
5. How does the title “The Tell-Tale Heart” fit this story?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The Tell-Tale Heart**  **Discussion Questions**  **RUBRIC** | | | | | |
| **Category** | **4**  **Above Standard** | **3**  **Meets Standard** | **2**  **Partial Standard** | **1**  **Below Standard** | **Score** |
| **Answer to Discussion Question** | Exceptional answer that is very relevant, thorough, and logical | Answer that is relevant, thorough, and logical | Answer that is partially relevant and somewhat logical | Answer is poorly constructed and not complete |  |
| **Example from text** | Exceptional, relevant, and complete example | Complete and relevant example | Partially relevant example | Lacking relevance |  |
| **Grammar, spelling, and punctuation** | Contains zero errors | Contains 1 error | Contains 2 errors | Contains 3 or more errors |  |
| **TOTAL** |  |  |  |  |  |

|  |  |
| --- | --- |
| **“The Tell-Tale Heart”**  **Discussion Questions**  **MODIFIED RUBRIC** | |
| **Excellent**  **5 pts.** | Discussion questions are very relevant, thorough, and logical  Example from text is complete and relevant  No grammar, spelling, and punctuation mistakes |
| **Good**  **4 pts.** | Discussion questions are relevant, thorough, and logical  Example from text is mostly complete and relevant  Few grammar, spelling, or punctuation mistakes |
| **Average**  **3 pts.** | Discussion questions are of average relevance, thoroughness, and logicalness  Example from text is fairly complete and relevant  Some grammar, spelling, and punctuation mistakes |
| **Fair**  **2 pts.** | Discussion questions are somewhat relevant, thorough, and logical  Example from text is somewhat complete and relevant  Multiple grammar, spelling, and punctuation mistakes |
| **Poor**  **1 pts.** | Discussion questions lack any relevance, thoroughness, and logic  Example from text is absent or poor  Many grammar, spelling, and punctuation mistakes |
| **TOTAL POINTS** |  |

# EEI Lesson Plan 5

|  |  |  |
| --- | --- | --- |
| VITAL INFORMATION | | |
| **Author** |  | |
| **\*Subject(s)** | ***English/Literature*** | |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” | |
| **\*Grade/Level** | ***7th*** | |
| **\*Summary** | Today’s lesson compares similarities and differences of the two main characters in “The Tell-Tale Heart.” | |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | | |
| **\*PA Standards** | **CC. 1.4.7.A.:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly (SAS, 2015, para. 85).  **E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). | |
| **Differentiated**  **Instruction** | Teacher will build on the previous day’s reading of the “Tell-Tale Heart,” by implementing classroom discussion about the two main characters, as well as using prewriting strategies (similarities/differences) and using students’ creative abilities by doing posters of the characters to further students’ comprehension of the story.  **Accommodations**:   * Give preferential seating in front of classroom (see seating chart on desk). * Remind students to wear glasses during (see list on desk). * Have students pass out Venn diagram and poster outline (see list on desk). * Adjust curriculum with modified rubric (see below). | |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | | |
| **Objective** | | The students will interpret the two main characters in “The Tell-Tale Heart,” by creating an illustrated poster with at least 5 pictures of each and at least 5 descriptive words of each; students may use the book and the Internet for resources.  **Objective Accommodation:** The students will interpret the two main characters in “The Tell-Tale Heart,” by creating an illustrated poster with at least 4 pictures of each and at least 3 descriptive words of each; students may use the book and the Internet for resources. |
| **Anticipatory Set** | | Teacher will review The Tell-Tale Heart discussion questions. |
| **Teach Lesson / Model** | | Teacher will discuss the importance and meaning of characterization in a story.  Teacher will facilitate a classroom discussion about each character using vocabulary words and descriptions from the story.  Teacher will write descriptive words about the characters from students’ suggestions on the whiteboard, as a visual aid.  The teacher will discuss and hand out:   * Graphic Organizers * Outline for posters and rubrics for Poster Project   **Accommodation:** Be sure to give students (see list on desk) MODIFIED assignment worksheets and Rubrics. These contain specific instructions. |
| **Guided Practice** | | Teacher will create a sample similarities/differences graphic organizer using a Venn diagram on the whiteboard for students to use as a model.  Teacher will verbally guide students’ thoughts as they begin their Venn diagrams.  Teacher show students an example poster of the characters’ images and words describing them. |
| **Independent Practice** | | Students will complete their own Venn diagram comparing and contrasting the main characters using at least 5 traits of each character and 5 similarities of the characters. *Monitor and check students’ work as they complete it. No Rubric or grade necessary, just visual review with written feedback.*  **Accommodations:** At least 3 traits of each character and 3 similarities of the characters.  Students will do outline for posters.  **Accommodation:** Be sure to give students (see list on desk) MODIFIED assignment worksheets and Rubrics. These contain specific instructions.  Students will complete posters for homework using the outline and rubric DUE ON DAY 9.  **Accommodations:** Modified rubric for Poster Project (see list on desk). |
| **Closure** | | Lesson will end with classroom discussion about the different qualities of both characters and review of poster project rubric. |
| **Evaluation**  **\*Assessment/Rubrics** | | Formative Assessment: Venn Diagram of similarities and differences of the Narrator and Old Man. Students should have at least 5 qualities in each category. *Collect at the end of class*. *No Rubric or grade necessary, just visual review with written feedback.*  **Accommodation:** Students should have at least 3 qualities in each category  **Accommodation:** Be sure to give students (see list on desk) MODIFIED assignment worksheets and Rubrics. These contain specific instructions.  Formative Assessment: Outline for poster project. Review each student’s before class ends and return with written feedback to use as a guide to complete posters. **Accommodation:** Modified rubric for Poster Project. |
| MATERIALS AND RESOURCES | | |
| **Instructional Materials (handouts, etc.)** | * “The Tell-Tale Heart” book for students’ use * Venn diagram sheets to create graphic organizers * Character outline * Poster board to create illustrations of characters * Rubrics | |
| **Resources** | * **“Edgar Allan Poe’s Complete Tales & Poems” book obtained from school library** * **G**raphic organizers provide by teacher * Rubrics provided by teacher * Character outline provided by teacher | |

**The Tell-Tale Heart**

**Characterization Venn Diagram**

Characterization is an important literary device used to explain characters in stories. In “The Tell-Tale Heart,” the *Narrator and the Old Man* are the two main characters; each possesses very different character qualities based on their actions and reactions.

Fill in the Venn diagram with **5** words describing traits they each possess and **5** traits that are similar (if any) and different. Use the sample answers as models.

**Both**

*-Nervous*

**The Tell-Tale Heart**

**Characterization Venn Diagram**

**MODIFIED**

Characterization is an important literary device used to explain characters in stories. In “The Tell-Tale Heart,” the *Narrator and the Old Man* are the two main characters; each possesses very different character qualities based on their actions and reactions.

Fill in the Venn diagram with **3** words describing traits they each possess and **3** traits that are similar (if any) and different. Use the sample answers as models.

**Both**

*-Nervous*

**Character Poster Project Outline & Instructions**

**The Tell-Tale Heart**

**DIRECTIONS**: Complete the following information to help you as you create your posters. Include this information on your poster.

You may draw your own pictures and words OR use images and words from the Internet or Word.

1. **Title of Story:**
2. **Author:**
3. **Your name:**
4. **Names of two main characters**
   1. Narrator
      1. Create a name for him since the story does not tell you his name:
   2. Old Man
      1. Create a name for him since the story does not tell you his name:
5. **What words would you use to describe the Narrator?**
   1. At least 5 words that describe the Narrator (list here)
6. **What words would you use to describe the Old Man?**
   1. At least 5 words that describe the Old Man (list here)
7. **Include at least 10 pictures (5 of each) of the characters in the story.**
8. **Be Creative!!**
9. **Have Fun!!**

**Character Poster Project Outline & Instructions**

**The Tell-Tale Heart**

**MODIFIED**

**DIRECTIONS**: Complete the following information to help you as you create your posters. Include this information on your poster.

You may draw your own pictures and words OR use images and words from the Internet or Word.

1. **Title of Story:**
2. **Author:**
3. **Your name:**
4. **Names of two main characters**
   1. Narrator
      1. Create a name for him since the story does not tell you his name:
   2. Old Man
      1. Create a name for him since the story does not tell you his name:
5. **What words would you use to describe the Narrator?**
   1. At least 3 words that describe the Narrator (list here)
6. **What words would you use to describe the Old Man?**
   1. At least 3 words that describe the Old Man (list here)
7. **Include at least 8 pictures (4 of each) of the characters in the story.**
8. **Be Creative!!**
9. **Have Fun!!**

**GIVE TO STUDENTS TO USE FOR POSTER PROJECT DUE IN LESSON 9.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Tell-Tale Heart**  **Poster Project Rubric** | | | | |
| **Criteria** | **Complete**  **2 points** | **Incomplete**  **1 point** | **Missing**  **0 points** | **POINTS** |
| Name of Story  Author  Student Name |  |  |  |  |
| *Names of Characters*  Narrator  Old Man |  |  |  |  |
| **Criteria** | **Uses at least 5**  **words to describe**  **5 points** | **Uses at least 3**  **words to describe**  **3 points** | **Uses less than 3**  **words to describe**  **1 point** |  |
| At least 5 words to describe Narrator |  |  |  |  |
| At least 5 words to describe  Old Man |  |  |  |  |
| Creativity |  |  |  |  |
| **Criteria** | **Excellent**  **10 points** | **Good**  **6 points** | **Poor**  **2 points** |  |
| At least 10 images/pictures |  |  |  |  |
| Application of Knowledge  of Characters |  |  |  |  |
| **TOTAL POINTS** | | | |  |

**GIVE TO STUDENTS TO USE FOR POSTER PROJECT DUE IN LESSON 9.**

|  |  |
| --- | --- |
| **Modified Rubric for “The Tell-Tale Heart”**  **Poster Outline** | |
| **Excellent**  **10 pts.** | * The outline contains *all* of the following elements: Name of story,   Author’s name, Student name, and Narrator & Old Man’s names.   * The outline contains *all* 5 words to describe the Narrator and *all 5*   words to describe Old Man. |
| **Good**  **8 pts.** | * The outline contains *most* of the following elements: Name of story,   Author’s name, Student name, and Narrator & Old Man’s names.   * The outline contains many words to describe the Narrator and many   words to describe Old Man. |
| **Average**  **6 pts.** | * The outline contains *several* of the following elements: Name of story,   Author’s name, Student name, and Narrator & Old Man’s names.   * The outline contains *several* words to describe the Narrator and *several*   words to describe Old Man. |
| **Fair**  **4 pts.** | * The outline contains a *couple* of the following elements: Name of story,   Author’s name, Student name, and Narrator & Old Man’s names.   * The outline contains a *couple* words to describe the Narrator and a *couple*   words to describe Old Man. |
| **Poor**  **2 pts.** | * The outline contains *1 or less* of the following elements: Name of story,   Author’s name, Student name, and Narrator & Old Man’s names.   * The outline contains *1 or less* words to describe the Narrator and *1 or less*   words to describe Old Man. |
| **TOTAL POINTS** |  |

# EEI Lesson Plan 6

|  |  |  |
| --- | --- | --- |
| VITAL INFORMATION | | |
| **Author** |  | |
| **\*Subject(s)** | ***English/Literature*** | |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” | |
| **\*Grade/Level** | ***7th*** | |
| **\*Summary** | Students will analyze the themes in “The Tell-Tale Heart.” | |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | | |
| **\*PA Standards** | **CC. 1.4.7.A.:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly (SAS, 2015, para. 85).  **1.3.7.C.:** Interpret the use of literary elements within and among texts including characterization, setting, plot, theme, point of view, and tone (SAS, 2015, para 115). | |
| **Differentiated**  **Instruction** | Teacher will use auditory and visual methods to introduce themes to “The Tell-Tale Heart.” Students will work with a partner to complete the assignment.  **Accommodations:**   * Give preferential seating in front of classroom (see seating chart on desk). * Have students pass out T-charts (see list on desk). * Pair students with helpful students in class to complete T-charts (see list on desk). | |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | | |
| **Objective** | | Students will analyze the themes of “The Tell-Tale Heart” by developing a T-chart listing at least 3 themes with supporting evidence for each using the text. |
| **Anticipatory Set** | | Teacher will review the characterization in “The Tell-Tale Heart.” |
| **Teach Lesson / Model** | | In classroom discussions, teacher will explain the meaning and importance of themes in stories.  Teacher will give examples of themes from other popular stories, such as The Wizard of Oz, The Hunger Games, and Harry Potter.  Teacher will ask students what themes they think are in “The Tell-Tale Heart” and list on the whiteboard of their ideas.  Teacher will discuss instructions for T-chart. |
| **Guided Practice** | | Students will participate in classroom discussion about themes. |
| **Independent Practice** | | Students will complete T-charts on themes in “The Tell-Tale Heart” with a partner.  **Accommodation:**  Pair students with helpful students in class to complete T-charts (see list on desk).  Have students pass out T-charts (see list on desk). |
| **Closure** | | Students will have a clear understanding of the various themes in “The Tell-Tale Heart,” which will increase their comprehension of the author’s purpose in the story. |
| **Evaluation**  **\*Assessment/Rubrics** | | Formative assessment: Observation of classroom discussion on themes of story. (No need to document).  Formative assessment: T-charts on themes in “The Tell-Tale Heart.” (Collect at end of class, review, and give written feedback. Hand back to students tomorrow.) |
| MATERIALS AND RESOURCES | | |
| **Instructional Materials (handouts, etc.)** | * **“The Tell-Tale Heart” book for students** * T-charts for theme assignment | |
| **Resources** | * **“The Tell-Tale Heart” book for students provided by teacher** * T-charts for theme assignment provided by teacher | |

Teacher’s guide during classroom discussion of theme ideas.

**Theme Ideas for “The Tell-Tale Heart”**

Love and hate

Death/Murder

Obsessiveness

Time

Deception

Guilt

Paranoia

Suspense

Altered reality

Cleverness

**DIRECTIONS:** Complete the Theme T-chart below with at least 3 themes evident in the story and evidence from the story to support each theme.

|  |  |
| --- | --- |
| **The Tell-Tale Heart**  **Themes**  **T-Chart** | |
| **Theme** | **Evidence from the story** |
| 1. |  |
| 2. |  |
| 3. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Tell-Tale Heart**  **Theme Analysis**  **RUBRIC** | | | | |
| **Criteria** | **Excellent**  **5 points** | **Good**  **3 points** | **Poor**  **1 point** | **Points** |
| Theme is evident in the story |  |  |  |  |
| Theme is supported with evidence from  the story |  |  |  |  |
| At least 3 themes are stated |  |  |  |  |
| **TOTAL POINTS** | | | |  |

# EEI Lesson Plan 7

|  |  |  |
| --- | --- | --- |
| VITAL INFORMATION | | |
| **Author** |  | |
| **\*Subject(s)** | ***English/Literature*** | |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” | |
| **\*Grade/Level** | ***7th*** | |
| **\*Summary** | Students will collaborate in groups to create an alternate ending to the story. | |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | | |
| **\*PA Standards** | **CC. 1.4.7.A.:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly (SAS, 2015, para. 85).  **E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). | |
| **Differentiated**  **Instruction** | Teacher will use classroom discussions, cooperative learning groups, as well as verbal and written feedback to discuss and further students’ understanding of “The Tell-Tale Heart.”  **Accommodations:**   * Give preferential seating in front of classroom (see seating chart on desk). * Remind students to wear glasses during class (see list on desk). * Place in groups with helpful students (see list on desk). * Have student pass out and collect assignments during class (see list on desk). * Orally repeat instructions slowly * Have students make copies (see list on desk | |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | | |
| **Objective** | | Students will examine their opinions of “The Tell-Tale Heart,” create, and justify an alternate ending to the story by composing a 6 to 8 sentence written paragraph in cooperative learning groups using their books and notes as a reference and using textual evidence to justify their conclusion. |
| **Anticipatory Set** | | Teacher will discuss how changing the events in a story can change the entire meaning, as well as the ending. |
| **Teach Lesson / Model** | | Teacher will do a brief oral review of the theme and characters in “The Tell-Tale Heart.”  Teacher will read “The Tell-Tale Heart again and stop *before* the climax of the story and then ask students to imagine alternate endings. |
| **Guided Practice** | | Classroom discussion of alternate endings to the story.  **Accommodations:** Check for understanding with oral questions |
| **Independent Practice** | | Students will work in cooperative learning groups to discuss and construct an alternate ending to the story.  **Accommodations:** Pair with helpful students.  In groups, students will write a 6 to 8 sentence paragraph for an alternate ending suggestion to the story using writing prompt.  **Accommodations:** Monitor independent work frequently during cooperative learning groups. |
| **Closure** | | Students will complete “Ticket Out the Door” questions.  **Accommodations:** Have students pass out and collect (see list on desk).  Students will be given grading criteria and be prepared to present their group’s alternate ending tomorrow.  **Accommodations:** Review assignment with student before leaving class (see list on desk). |
| **Evaluation**  **\*Assessment/Rubrics** | | Formative Assessment: Poster Project using Rubric. Grade while students are working in groups.  **Accommodation:** Modified rubric  Formative Assessment: Groups’ 6 to 8 sentence paragraph using writing prompt. Collect, review, and return to group with *written feedback*. Make sure each group member has a photocopy.  Formative Assessment: Observe students working in groups to check for participation. Document what you observe.  **Accommodation:** Frequently monitor individual performance during group work.  Formative Assessment: “Ticket Out the Door” Questions. Have students complete with 5 minutes left in class and then collect.  **Accommodation:** Have students pass out and collect (see list on desk). |
| MATERIALS AND RESOURCES | | |
| **Instructional Materials (handouts, etc.)** | * Paper & pencils for alternate ending paragraph * Poster project rubric * “Ticket Out the Door” Questions * Grading criteria for Alternate Ending Oral Presentation | |
| **Resources** | * **“Edgar Allan Poe’s Complete Tales & Poems” book obtained from school library** * **Rubric, Ticket Out the Door, and Rubrics provided by teacher** | |

**Writing Prompt for The Tell-Tale Heart**

**Alternate Ending**

As a group, construct a 6 to 8 sentence paragraph using the writing prompt below using ***textual evidence to support your claim***. Make sure each person in the group contributes.

In Edgar Allan Poe’s short story, “The Tell-Tale Heart,” the Narrator murders the Old Man, chops his body into pieces, and buries him under the floor. He is haunted by what he believes is the sound of the Old Man’s beating heart. He confesses to the police out of guilt, paranoia, and insanity.

If the story stopped **before** the Narrator murders the Old Man, what alternate ending could you imagine?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Tell-Tale Heart**  **Alternate Ending 6-8 Sentence**  **GROUP RUBRIC** | | | | |
| **Criteria** | **Excellent**  **5 points** | **Good**  **3 points** | **Poor**  **1 point** | **Points** |
| Alternate ending is interesting and  thorough |  |  |  |  |
| Alternate ending connects with the rest of  the story |  |  |  |  |
| Textual evidence is used to make claim |  |  |  |  |
| Use of 6 to 8 sentences |  |  |  |  |
| **TOTAL POINTS** | | | |  |

**GIVE TO STUDENTS TO USE TO PREPARE FOR ORAL PRESENTATIONS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Tell-Tale Heart**  **Alternate Ending Oral Presentation**  **Grading Rubric** | | | | |
| Criteria | **Excellent**  **5 points** | **Good**  **3 points** | **Poor**  **1 point** | **Points** |
| Each group member takes a turn reading  their alternate ending and answering  questions afterwards. |  |  |  |  |
| Does the alternate ending make sense? |  |  |  |  |
| Does the group use textual evidence  to make claim? |  |  |  |  |
| Delivery of material in a manner that is  appropriate for an oral presentation. |  |  |  |  |
| Presentation lasts 3 minutes (including question/answer segment) |  |  |  |  |
| **TOTAL POINTS** | | | |  |

**GIVE TO STUDENTS TO USE TO PREPARE FOR ORAL PRESENTATIONS**

|  |  |
| --- | --- |
| **Holistic Rubric for “The Tell-Tale Heart”**  **Alternate Ending Oral Presentation** | |
| **Excellent**  **5 pts.** | Participation in presentation is exemplary. Speech is clear, easily heard, and  easily understood. Participation in question/answer segment is abundant. |
| **Good**  **4 pts.** | Participation in presentation is adequate. Speech is mostly clear, easily  heard, and easily understood. Participation in question/answer segment  is adequate. |
| **Average**  **3 pts.** | Participation in presentation is average. Speech is occasionally clear, easily  heard, and easily understood. Participation in question/answer segment  is average. |
| **Fair**  **2 pts.** | Participation in presentation is average. Speech is not very clear, easily  heard, or easily understood. Participation in question/answer segment  is average. |
| **Poor**  **1 pts.** | Participation in presentation is minimal. Speech is not clear, easily  heard, and easily understood. Participation in question/answer segment  is minimal. |
| **TOTAL POINTS** |  |

**Ticket Out the Door**

**3 Emotions “The Tell-Tale Heart” makes me feel…**

**2 Questions I still have about the story…**

**1 Motive for the Narrator’s murder of the Old Man:**

# EEI Lesson Plan 8

|  |  |  |
| --- | --- | --- |
| VITAL INFORMATION | | |
| **Author** |  | |
| **\*Subject(s)** | ***English/Literature*** | |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” | |
| **\*Grade/Level** | ***7th*** | |
| **\*Summary** | Students will present their Alternate Ending group project to the class. | |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | | |
| **\*PA Standards** | **E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). | |
| **Differentiated**  **Instruction** | Teacher will show a short video of the beginning of “The Tell-Tale Heart” to utilize visual and auditory learning. Students will make oral group presentations and teacher will prompt questions and answers about the alternate endings to foster critical thinking and textual evidence presentation.  **Accommodations:**   * Give preferential seating in front of classroom (see seating chart on desk). * Remind students to wear glasses during class or make sure seated in front (see list on desk). * Groups with students who have IEPs will present first to minimize distraction and help with focus. * Have students take turns passing out and collecting material from class (see list on desk.) * Give extra time for oral presentation in designated groups (see list on desk). | |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | | |
| **Objective** | | Students will justify their alternate ending to the class in an oral presentation, with their group, using written conclusion of the story and answer at least 3 related questions afterwards; presentation should be 3 minutes and include at least 2 examples of textual evidence that supports their ending. |
| **Anticipatory Set** | | Teacher will show part 1 of a short video of “The Tell-Tale Heart.” |
| **Teach Lesson / Model** | | Teacher will introduce Part 1 of “The Tell-Tale Heart” video.  Teacher will reiterate the goal of the oral group projects and facilitate questions to the groups as they present.  Write journal writing prompt on whiteboard. |
| **Guided Practice** | | Students will watch Part 1 of “The Tell-Tale Heart” video then participate in classroom discussion. |
| **Independent Practice** | | Students will present their oral group Alternate Endings to the class. **Accommodation:** Give extra time for oral presentation to designated groups (see list on desk). |
| **Closure** | | Students will write in their journals their favorite alternate ending to the story based on the classes’ presentations. |
| **Evaluation**  **\*Assessment/Rubrics** | | Formative Assessment: Observation of classroom discussion following video segment. No documentation necessary.  Formative Assessment: Oral presentation of alternate endings using Rubric. **Accommodation:** Modified rubric  Formative Assessment: Collect students’ journals and review their statement about the Alternate Ending presentations. (Do not grade). |
| MATERIALS AND RESOURCES | | |
| **Instructional Materials (handouts, etc.)** | * YouTube video of “The Tell-Tale Heart. https://www.youtube.com/watch?v=Pe0WyjiW5Ps * Student journals (In class period tray) | |
| **Resources** | **None** | |

**Journal Writing Prompt**

**In your journal, write one or two sentences telling what alternate ending you liked best and why. (HAVE THIS WRITTEN ON WHITEBOARD FOR STUDENTS TO SEE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Tell-Tale Heart**  **Alternate Ending Oral Presentation**  **Grading Rubric** | | | | |
| Criteria | **Excellent**  **5 points** | **Good**  **3 points** | **Poor**  **1 point** | **Points** |
| Each group member takes a turn reading  their alternate ending and answering  questions afterwards. |  |  |  |  |
| Does the alternate ending make sense? |  |  |  |  |
| Does the group use textual evidence  to make claim? |  |  |  |  |
| Delivery of material in a manner that is  appropriate for an oral presentation. |  |  |  |  |
| Presentation lasts 3 minutes (including question/answer segment) |  |  |  |  |
| **TOTAL POINTS** | | | |  |

|  |  |
| --- | --- |
| **Holistic Rubric for “The Tell-Tale Heart”**  **Alternate Ending Oral Presentation** | |
| **Excellent**  **5 pts.** | Participation in presentation is exemplary. Speech is clear, easily heard, and  easily understood. Participation in question/answer segment is abundant. |
| **Good**  **4 pts.** | Participation in presentation is adequate. Speech is mostly clear, easily  heard, and easily understood. Participation in question/answer segment  is adequate. |
| **Average**  **3 pts.** | Participation in presentation is average. Speech is occasionally clear, easily  heard, and easily understood. Participation in question/answer segment  is average. |
| **Fair**  **2 pts.** | Participation in presentation is average. Speech is not very clear, easily  heard, or easily understood. Participation in question/answer segment  is average. |
| **Poor**  **1 pts.** | Participation in presentation is minimal. Speech is not clear, easily  heard, and easily understood. Participation in question/answer segment  is minimal. |
| **TOTAL POINTS** |  |

# EEI Lesson Plan 9

|  |  |  |
| --- | --- | --- |
| VITAL INFORMATION | | |
| **Author** |  | |
| **\*Subject(s)** | ***English/Literature*** | |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” | |
| **\*Grade/Level** | ***7th*** | |
| **\*Summary** | Students will understand the timeline of events in the story. | |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | | |
| **\*PA Standards** | **CC. 1.4.7.A.:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly (SAS, 2015, para. 85).  **E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). | |
| **Differentiated**  **Instruction** | Teacher will use auditory and visual methods to present the timeline of events in the story. Students will view a video of “The Tell-Tale Heart” to engage interest. Students will use critical thinking to recall the story in a logical order.  **Accommodations:**   * Give preferential seating in front of classroom (see seating chart on desk). * Have students pass out sequence of events worksheet (see list on desk). * Monitor students’ independent work frequently | |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | | |
| **Objective** | | Students will construct a timeline of the important events in the story by completing a sequence of events worksheet with no more than 2 mistakes; students will not use any resources to complete. |
| **Anticipatory Set** | | Teacher will show part 2 of a short video of “The Tell-Tale Heart.”  *https://www.youtube.com/watch?v=yIp4m\_v9xGs* |
| **Teach Lesson / Model** | | Teacher will collect Poster Project.  Teacher will show part 2 of “The Tell-Tale Heart” video.  Teacher will discuss why the timeline of events is important in the story.  Teacher will hand out sequence of events worksheet for students to complete independently.  Teacher will facilitate fly swatter vocabulary game. *(Teacher writes vocabulary words for “The Tell-Tale Heart” on the whiteboard in various places. Two students at a time come to whiteboard and have fly swatters. Teacher reads definition of vocab word. Students must ‘swat’ the correct word. Student who gets it correct or first, remains in play. Other student passes fly swatter to another student to continue in game.)*  Teacher will review sequence of events worksheets with class and facilitate a question/answer session to review for test. |
| **Guided Practice** | | Students will watch Part 2 of “The Tell-Tale Heart” video then participate in classroom discussion.  Classroom discussion of timeline.  Fly swatter vocabulary game.  Class review for test. |
| **Independent Practice** | | Students will complete the sequence of events worksheet for “The Tell-Tale Heart.”  **Accommodation:** Have students pass out sequence of events worksheet (see list on desk).  **Accommodation:** Monitor students’ independent work frequently |
| **Closure** | | Final review and discussion of “The Tell-Tale Heart” to prepare for final summative assessment. |
| **Evaluation**  **\*Assessment/Rubrics** | | Formative assessment – Observation of discussion of timeline (No need to document).  Formative assessment - Sequence of events worksheet and review of story for final summative assessment. (No need to document).  Formative assessment – Observation during fly swatter vocab game (No need to document). |
| MATERIALS AND RESOURCES | | |
| **Instructional Materials (handouts, etc.)** | * Sequence of events worksheet * Sequence of events answer key * Fly swatters | |
| **Resources** | * Sequence of events worksheet provided by teacher * Sequence of events answer key provided by teacher * Fly swatters provided by teacher | |

**The Tell-Tale Heart**

**Sequence of Events Worksheet**

**DIRECTIONS:** Put the following events in order as they happened in the story by numbering them 1 to 10.

1. The narrator sneaks into the man’s bedroom at midnight and watches him for seven nights.
2. The old man wakes in fear.
3. The narrator murders the old man, cuts up his body, and hides it under the floorboards.
4. The narrator tells how deeply he despises the old man’s eye.
5. The narrator confesses to the police.
6. The narrator insists he’s sane and can prove it.
7. The sound of the old man’s heartbeat is driving the narrator mad.
8. The narrator sees the old man’s “evil” eye wide open.
9. The narrator arrogantly concedes that he has completed a job well done in murdering and concealing the body of the old man.
10. Three police officers knock at the narrator’s door to investigate the complaint of a concerned neighbor.

**The Tell-Tale Heart**

**Sequence of Events Worksheet**

**ANSWER KEY**

1. 3
2. 4
3. 6
4. 2
5. 10
6. 1
7. 9
8. 5
9. 7
10. 8

# EEI Lesson Plan 10

|  |  |  |
| --- | --- | --- |
| VITAL INFORMATION | | |
| **Author** |  | |
| **\*Subject(s)** | ***English/Literature*** | |
| **Topic or Unit of Study** | Edgar Allan Poe’s “The Tale-Tell Heart” | |
| **\*Grade/Level** | ***7th*** | |
| **\*Summary** | Students will take a final summative assessment on “The Tell-Tale Heart.” | |
| STANDARDS AND DIFFERENTIATED INSTRUCTION: | | |
| **\*PA Standards** | **CC. 1.4.7.A.:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly (SAS, 2015, para. 85).  **1.3.7.C.:** Interpret the use of literary elements within and among texts including characterization, setting, plot, theme, point of view, and tone (SAS, 2015, para 115).  **E07.E.1.1.2:** Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) (SAS, 2015, para. 151). | |
| **Differentiated**  **Instruction** | Teacher will use auditory and visual methods to discuss instructions for the final summative assessment on the story by orally presenting the instructions for the test and writing the instructions on the whiteboard.  **Accommodations:**   * Preferential seating in front row of classroom (see seating chart on desk). * Monitor students’ independent work frequently while test taking (see list on desk). * Give and repeat oral instructions slowly with simple words for students (see list on desk). * Use modified rubric for summative assessment (see list on desk). | |
| EEI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED: | | |
| **Objective** | | Students will test their knowledge of Edgar Allan Poe, the characters and themes of “The Tell-Tale Heart,” in a summative assessment and will score a 70% or better; students may use “The Tell-Tale Heart text for the essay portion of the test and will complete the test in one 50 minute class period. |
| **Anticipatory Set** | | Teacher will give of 1 minute summary of “The Tell Tale Heart.” |
| **Teach Lesson / Model** | | Teacher will give oral instructions for test.  Teacher will write instructions for test on whiteboard.  Teacher will remind students to take their time, write neatly, and review answers before handing in test.  After the test - Teacher will have students complete the “Tell-Tale Heart” Post Reading Anticipation Guide. |
| **Guided Practice** | | Students will ask any questions about test before they begin. |
| **Independent Practice** | | Students will complete multiple choice, matching, and 3 essay questions for final summative assessment.  When test is completed, students will complete the “Tell-Tale Heart” Post Reading Anticipation Guide.  **Accommodations:**  Monitor students’ independent work frequently while test taking (see list on desk).  Give and repeat oral instructions slowly with simple words for students (see list on desk). |
| **Closure** | | Students will complete the final summative assessment for “The Tell-Tale Heart,” and will have gained an understanding of the characters, theme, and sequence of events in the story. |
| **Evaluation**  **\*Assessment/Rubrics** | | Summative assessment – Multiple choice, matching, and 3 essay question test. Graded with rubrics and answer key.  **Accommodation:**  Use modified rubric for summative assessment (see list on desk).  Formative assessment – “The Tell-Tale Heart” Post-reading Anticipation Guide. (THIS IS A STUDENT SELF-ASSESSMENT – Do not collect) Have students compare their answers from *before* the reading and *after* the reading. |
| MATERIALS AND RESOURCES | | |
| **Instructional Materials (handouts, etc.)** | * The Tell-Tale Heart summative assessment * The Tell-Tale Heart Anticipation Guide formative assessment | |
| **Resources** | * The Tell-Tale Heart summative assessment provided by teacher. * The Tell-Tale Heart Anticipation Guide provided by teacher * Rubrics provided by teacher * Answer key provided by teacher | |

**THE TELL-TALE HEART**

**FINAL SUMMATIVE ASSESSMENT**

Multiple Choice:

1. Edgar Allan Poe became famous for his writing in his lifetime.
   1. True
   2. False
2. Edgar Allan Poe was raised by:
   1. His aunt and uncle
   2. His mother and father
   3. In an orphanage
   4. His brother and sister
3. In spite of having an easy life with *little* heartache, Poe wrote many dark stories.
   1. True
   2. False
4. Poe’s mother, father, brother, and wife all died unexpectedly from:
   1. Murder
   2. Suicide
   3. The Black Plague
   4. Tuberculosis
5. The mystery surrounding Poe’s death remains to this day.
   1. True
   2. False
6. Which of his senses does the Narrator say is the sharpest?
   1. Smell
   2. Sight
   3. Taste
   4. Hearing
7. Some themes in “The Tell-Tale Heart” are as follows:
   1. Paranoia
   2. Fear
   3. Internal conflict
   4. All of the above
8. The “Tell-Tale Heart” was written from which perspective:
   1. First person
   2. Second person
   3. Third person
   4. A mixture
9. The Old Man *never* notices someone is in his bedroom watching him.
   1. True
   2. False
10. The Narrator is tormented by the Old Man’s:
    1. Teeth
    2. Face
    3. Eye
    4. Smell
11. The vocabulary word “Vex” means to:
    1. Make laugh
    2. Irritate
    3. Study
    4. Bring peace
12. “I think it was his eye! Yes, it was this! He had the eye of a vulture --a pale blue eye, with a film over it,” *best* represents what? (The Tell-Tale Heart, 2015)
    1. Tone
    2. Theme
    3. Style
    4. Imagery
13. Which example/s best represent the Conflict in the story? (The Tell-Tale Heart., 2015)
    1. Man vs. Self
    2. Man vs. Man
    3. Man vs. Society
    4. All of the above
14. The Narrator loses all sense of reality by the end of the story.
    1. True
    2. False
15. The Climax of the story occurs when:
    1. The Narrator sneaks in the Old Man’s bedroom to watch him sleep
    2. The Old Man wakes up in fear
    3. The police come to the house
    4. The Narrator smothers and dismembers the Old Man
16. The Old Man’s eye gives the Narrator a feeling of .
    1. Anger
    2. Fear
    3. Joy
    4. Excitement
17. The Old Man *nearly* escapes being murdered by the Narrator.
    1. True
    2. False
18. The Narrator confesses his crime of murder to the police because he feels .
    1. Remorseful
    2. Sad
    3. Excited
    4. Paranoid
19. The Narrator makes it known that he loves the Old Man.
    1. True
    2. False
20. What word does NOT describe the Old Man?
    1. Arrogant
    2. Scared
    3. Angry
    4. Both a & c

Vocabulary Matching:

|  |  |
| --- | --- |
| 1. **Foresight** | 1. wise, solid judgment |
| 1. **Hearkening** | 1. having smooth politeness and being persuasively pleasing |
| 1. **Dissimulation** | 1. small quantities or amounts |
| 1. **Awe** | 1. thoughtful regard for the future |
| 1. **Bade** | 1. to become gradually less |
| 1. **Acute** | 1. past tense of “bid” – to utter or summon |
| 1. **Sagacity** | 1. a form of deception where one hides the truth; to disguise one’s true feelings under a fake appearance |
| 1. **Scantlings** | 1. giving careful attention |
| 1. **Wane** | 1. a mixed feeling of reverence, fear, and wonder |
| 1. **Suavity** | 1. having a very keen awareness |

(Vocabulary Words, 2015).

**Answer Key for****The Tell-Tale Heart Summative Assessment**

|  |  |
| --- | --- |
| Multiple Choice   1. b 2. d 3. b 4. d 5. a   6. d  7. d  8. a  9. b  10. c  11. b  12. d  13. d  14. a  15. d  16 a  17. b  18. d  19. a  20. d | Matching  1. d  2. h  3. g  4. i  5. f  6. j  7. a  8. c  9. e  10. b |

Short Answer Essay: *Use “The Tell-Tale Heart” book to support your answers.*

1. In your opinion, what does the title of the story “The Tell-Tale Heart” mean? *Use at least 2 specific references from the text to support your answer.* (20 points)
2. After seven nights in the Old Man’s bedroom, what finally makes the Narrator murder him? *Support your answer with at least two statements from the text.* (20 points)
3. Based on the theme of the story, was the Narrator a reliable source of information? Why or why not? *Explain your answer with at least two pieces of evidence from the text.* (20 points)

|  |
| --- |
| **The features of your responses should include:**   * Answer is well-thought out * Relevant evidence from the text * Sufficient number of supporting evidence from the text as required by the prompt * Proper capitalization, spelling, grammar, and punctuation * Answers are written in complete sentences |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The Tell-Tale Heart**  **Essay Questions**  **RUBRIC FOR SUMMATIVE ASSESSMENT** | | | | | |
| **Category** | **4**  **Above Standard** | **3**  **Meets Standard** | **2**  **Partial Standard** | **1**  **Below Standard** | **Score** |
| **Answers & explains question asked** | Question is thoughtfully and completely answered & explained | Question is completely answered and partially explained | Question is partially answered | Question is not answered or explained |  |
| **Uses specific & relevant evidence from text** | All evidence from the text is specific and relevant | Most evidence from the text is specific and relevant | At least one piece of evidence from the text is specific and relevant | No evidence is specific or relevant |  |
| **Uses sufficient number of examples from text** | Includes 2 or more excellent, specific, and relevant examples from the text | Includes 2 or more specific and relevant examples from the text | Includes 2 examples from the text | Includes 1 or less example from the text |  |
| **Capitalization**  **spelling, grammar, and punctuation** | Contains zero errors | Contains 1 error | Contains 2 errors | Contains 3 or more errors |  |
| **Complete sentences** | Contains zero errors | Contains 1 error | Contains 2 errors | Contains 3 or more errors |  |
| **TOTAL** |  |  |  |  |  |

|  |  |
| --- | --- |
| **The Tell-Tale Heart**  **Essay Questions**  **HOLISTIC RUBRIC FOR SUMMATIVE ASSESSMENT** | |
| **Excellent**  **5 pts.** | Essay question is completely answered  Evidence from the text is specific and relevant  Uses appropriate number of examples from text  No grammar, spelling, and punctuation mistakes  Written in complete sentences |
| **Good**  **4 pts.** | Essay questions is answered almost completely  Evidence from the text is mostly specific and relevant  Uses almost the appropriate number of examples from text  Few grammar, spelling, and punctuation mistakes  Mostly written in complete sentences |
| **Average**  **3 pts.** | Essay question is answered very well but missing elements  Some evidence from the text is specific and relevant  Uses almost the appropriate number of examples from text  Some grammar, spelling, and punctuation mistakes  Somewhat written in complete sentences |
| **Fair**  **2 pts.** | Question is answered well but incomplete  At least one example from text  At least one example from the text is mostly specific and relevant  Multiple grammar, spelling, and punctuation mistakes  At least one complete sentence |
| **Poor**  **1 pts.** | Does not answer question completely  Does not use example from text  Poor use of grammar, spelling, and punctuation  Incomplete sentences used |
| **TOTAL POINTS** |  |

DIRECTIONS: *Before* reading “The Tell-Tale Heart,” respond to each statement with your opinion. Check whether you Agree, Disagree, or are Unsure about the statement.

|  |  |  |  |
| --- | --- | --- | --- |
| **The Tell-Tale Heart Anticipation Guide**  **BEFORE READING** | | | |
| **Statement** | **Agree** | **Disagree** | **Unsure** |
| Some people don’t feel remorse for doing bad things. |  |  |  |
| Guilt is worse than getting caught for a wrongdoing. |  |  |  |
| The truth usually comes to light. |  |  |  |
| A person can be temporarily insane. |  |  |  |
| Insane people don’t always know they are insane. |  |  |  |
| It is possible to love someone and murder them. |  |  |  |
| The fear of the unknown is worse than the fear of the known. |  |  |  |
| Murder is never right, no matter the circumstances. |  |  |  |
| Guilt can make people confess crimes. |  |  |  |
| It is easy to imagine noises or see imaginary things in the dark. |  |  |  |

DIRECTIONS: *After* reading “The Tell-Tale Heart,” respond to each statement with your opinion. Check whether you Agree, Disagree, or are Unsure about the statement.

|  |  |  |  |
| --- | --- | --- | --- |
| **The Tell-Tale Heart Anticipation Guide**  **AFTER READING** | | | |
| **Statement** | **Agree** | **Disagree** | **Unsure** |
| Some people don’t feel remorse for doing bad things. |  |  |  |
| Guilt is worse than getting caught for a wrongdoing. |  |  |  |
| The truth usually comes to light. |  |  |  |
| A person can be temporarily insane. |  |  |  |
| Insane people don’t always know they are insane. |  |  |  |
| It is possible to love someone and murder them. |  |  |  |
| The fear of the unknown is worse than the fear of the known. |  |  |  |
| Murder is never right, no matter the circumstances. |  |  |  |
| Guilt can make people confess crimes. |  |  |  |

Abstract

Using research-based best practices in instructional strategies is vital to implement successful lessons. Best practices support student-centered learning, as well as emphasize meeting standards and objectives. This paper examines 7th grade English/Literature teacher Sarah Riggle’s, use of best practices in instruction, as well as the effectiveness of the strategies she used during a prewriting strategy lesson. Additionally, the paper examines the implementation of best practices instructional strategies in a literature-reading lesson on the 1968 novel, “The Pigman.” The paper addresses the strategies I would use in my classroom, the ones I would not use, and the adjustments I would make.

Reflective Essay

When teachers use best practices in lesson planning, instructional strategies, and classroom management, learning outcomes for students are far better. The practicums for this class required observation of three classroom teachers, their use of best practices, and instructional strategies. This reflection will analyze the following: how effective one classroom teacher’s instruction was as compared and contrasted to research-based best practices, if and how I would use these strategies in my classroom, and the process and outcome of using best practices when implementing strategies from my unit plan with a group of students.

The mentor teacher was Sarah Riggle, a 14-year teacher in 7th grade English at Richland High School in Johnstown, Pennsylvania. The lesson had students compare and contrast Richland Elementary to Richland High School using the prewriting strategies of a brainstorm list and graphic organizers, to prepare to write a graded eight-sentence paragraph. In comparing Mrs. Riggle’s use of best practices in this lesson, she utilized many best practices successfully. She implemented best practices by focusing on relevant questions and using explicit cues to tap into students’ prior knowledge. During the brainstorming activity, she used best practices in asking questions that required students to make inferences and analyze the rationale of their ideas (Dean, Hubbell, Pitler, & Stone, 2012). Another best practice was use of differentiated instruction by teaching the lesson using auditory and visual methods. Students participated in oral classroom discussions comparing and contrasting the elementary and high school while the teacher wrote a brainstorm list on the whiteboard. After brainstorming, the teacher completed an example web graphic organizer on the smartboard then students constructed their own

In contrast to best practice, Mrs. Riggle did not have a written, measurable learning objective visible for students to see. Although students knew they were using prewriting strategies to prepare to write an eight-sentence paragraph, a clear, measurable learning objective was not discussed. Setting learning objectives and clearly conveying them to students is vital because it gives students a purpose to learning, tells them the specific knowledge or skill they need to achieve, as well as how and to what extent the skill will be measured. In addition, the measurable learning objective should be directly connected the standard (Reed, 2012).

Mrs. Riggle’s instructional strategies for the prewriting lesson were implemented and applied effectively. The best practice component most effective in the lesson was the connection to students’ prior knowledge and the relevance to their present experiences; furthermore, use of differentiated instruction was a highly effective best practice (Dean, Hubbell, Pitler, & Stone, 2012). The lesson topic connected learning to students’ real life experiences in the elementary school and high school, which was an effective use of best practices. Students were excited and interested in the topic and participated in offering ideas, as well as asking and answering questions. There were no instructional strategies difficult to implement during this lesson. In comparing and contrasting which of Mrs. Riggle’s instructional strategies I would use, it will be helpful to use her prewriting strategies in my classroom since I will be certified to teach English/Literature for 7th to 12th graders, which will require considerable amounts of writing. I would implement Mrs. Riggle’s lesson on prewriting and her use of best practices in connecting learning to prior knowledge; additionally, I would use the best practice strategy of asking questions that promote critical thinking and require students to make inferences and analyze their own ideas and the use of differentiated instruction. Using these best practices will make my instruction and lessons more effective in promoting student learning. In contrast, the lack of stating and displaying clear and measurable objectives for the lesson is an aspect I would change. I would use best practices by stating learning objectives orally and in writing, and frequently reiterating the objective.

In teaching a lesson plan to students, I was given the opportunity to present a lesson in a 9th grade English/Literature class. The class had just begun reading and analyzing “The Pigman” by Paul Zindel. The lesson I implemented required reading Chapter 2 with the class and facilitating a question/answer session about the text. The instructional strategies used for this lesson contained best practices and were very similar to the strategies in “The Tell-Tale Heart” lesson plan that I created. I used the Read-Aloud strategy to read Chapter 2 of “The Pigman,” along with a popcorn reading strategy. The use of best practices included focusing on the value of reading literature and connecting students’ prior knowledge and real life experiences to the story (Read About Best Practices, n.d.). Another best practice instructional strategy I used was asking analytical and inferential questions about the story during reading. This required students to think more critically about the story and make predictions about what may happen.

Using Read-Aloud strategies and asking inferential and analytical questions were very effective strategies to read “The Pigman.” The Read-Aloud strategy went very well; as I read, students were interested in the story. Asking inferential and analytical questions was a key element of best practices and effectively supported the students’ comprehension of the story in real time as it was read (Dean, Hubbell, Pitler, & Stone, 2012). The popcorn reading was challenging to facilitate and not as successful because students were hesitant to volunteer to read aloud in front of their peers. However, this did not negatively influence the effectiveness of the teacher Read-Aloud segment or the question/answer strategies. Students were engaged in the lesson when they were directly asked questions about the story or asked to participate in popcorn reading. To make these strategies more effective, I would prefer to use a structured reading session where students take turns reading by going down the rows. Each student would be required to participate in reading, which would help students become more comfortable with public speaking. Read-Aloud, analytical and inferential strategies were successful, and I would implement the same strategies in my future classroom. These strategies were successful because they supported students’ focus and comprehension of the story.

Mentor teacher Sarah Riggle used many best practices in instructional strategies that I would use in my future classroom, including differentiated instruction, connecting learning to prior knowledge, and asking relevant questions to foster critical thinking in students. I was able to implement best practices during instruction in teaching a lesson on “The Pigman” novel to 9th grade students. The instructional strategies during “The Pigman” lesson that worked well and I would use in my future classroom include Read-Aloud strategies and asking analytical and inferential questions during reading. There were strategies that the classroom teachers used or neglected to use that I would modify in my lessons. I would be sure to state orally and in writing measurable objectives, and I would facilitate a more structured form of the popcorn reading strategy that requires every student to participate. Overall, I observed and implemented many best practices and effective instructional strategies during my classroom observations.

References

7th grade English language arts curriculum essentials document. (n.d.). Retrieved from http://bvsd.org/curriculum/curriculumreview/Documents/CED%20Review%20-%20LA/ML%20Core/K11\_LA.7thgrade.Standard.pdf

Butler, S. (2015). Jolly school of wordsmithery: Methods of brainstorming. Retrieved from http ://thejollywordsmith.blogspot.com/2015/04/jolly-school-of-wordsmithery-methods-of.html

Dean, C.B., Hubbell, E.R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research based strategies for increasing student achievement*. (2nd ed.). Retrieved from http://gcumedia.com/digital-resources/ascd/2012/classroom-instruction-that-works\_ research-based-strategies-for-increasing-student-achievement\_ebook\_2e.php

Diannova, R. (2012). *A sample of a holistic scoring rubric*. Retrieved from http://www. slideshare.net/missreynova/a-sample-of-holistic-scoring-rubric

Morse, L. (n.d.). *16 little known facts about Edgar Allan Poe*. Retrieved from https://www.phactual.com/16-little-known-facts-about-edgar-allan-poe/

Poe, E.A. (1845). *The raven*. In Poestories.com: An exploration of short stories by Edgar Allan Poe. Retrieved from http://www.poestories.com/read/raven

Read about best practices in how to effectively observe best practices in the classroom. (n.d.). Retrieved from http://www.benchmarkeducation.com/best-practices-library/how-to-effectively-observe-best-practices.html#Section\_3

Reed, D. (2012). Clearly communicating the learning objective matters! *Middle School Journal, 43*(5), 16-24. Retrieved from http://eds.b.ebscohost.com/eds/detail/ detail?vid=2& sid= a304e422-e1b3-4721-8ab3-237d708a9641%40sessionmgr198&hid=111&bdata=JnNpdG U9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=74649854&db=ehh

Rubistar. (2009). *Podcast - presentation and planning: U.S. Supreme Court case summaries*. Retrieved from http://rubistar.4teachers.org/index.php?screen=Show Rubric& rubric\_ id=1798415

Standards aligned system. (2015). *Pennsylvania Department of Education*. Retrieved from http://www.pdesas.org/Standard/Views#112|0|0|0

The tell-tale heart. (2015). *Storyboard That*. Retrieved from http://www.storyboardthat.com/ teacher-guide/the-tell-tale-heart-by-edgar-allan-poe

Vocabulary words: The tell-tale heart. (2015). Retrieved from https://quizlet.com/6044722/the-tell-tale-heart-vocabulary-words-flash-cards/