



Reading and Writing Assignments

Sub-Unit 1: Poetry

Sub-unit overview: Explore the precise language of these poems and peek inside the poet's vision.
(4 Lessons)

Lesson	Reading	Writing
1: Seeing Silence	"The White Horse;" "The Silence;" Solo: "The White Horse;" "A narrow fellow in the grass"	
2: "His notice sudden is..."	"A narrow fellow in the grass" Solo: "A narrow fellow in the grass"	
3: "And zero at the bone"	"A narrow fellow in the grass" Solo: "The Tell-Tale Heart" (1–10) EXTRA: "Chicago" by Carl Sandburg; "A narrow fellow in the grass"	<p>In what ways do the images in the poem make snakes seem not scary? In what ways do images in the poem make snakes seem scary? Why might Dickinson have included both types of images? Use specific images from the poem to make your arguments.</p> <p>EXTRA: Writing Prompt 1 (Informative): In what ways do the images in the poem "Chicago" make the city seem like a "wicked" or "proud" place? Explain why Sandburg might have included both types of images in his writing. Use specific images from the poem to support your thinking.</p> <p>Writing Prompt 2 (Informative): Compare the imagery in "A narrow fellow in the grass" to the imagery in "Chicago." Explain how each poet uses description to communicate complex emotions. Use evidence from both texts to support your thinking.</p>
4: Flex Day 1	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need



Sub-Unit 2: The Tell-Tale Heart

Sub-unit overview: Disentangle your reader's perspective from the creepy tale told by this strange narrator.

7 Lessons

Lesson	Reading	Writing
1: Read Like a Movie Director, Part 1	"The Tell-Tale Heart" (1–13) Solo: "The Tell-Tale Heart" (10–18)	
2: Read Like a Movie Director, Part 2	"The Tell-Tale Heart" Solo: "The Tell-Tale Heart" (8–11)	
3: Examining the Reader's Perspective	"The Tell-Tale Heart" Solo: "M'Naghten Rule" EXTRA: "The Yellow Wallpaper" (1–15) by Charlotte Perkins Gilman; "The Tell-Tale Heart"	Do you agree or disagree with the narrator's description of what is happening? Use details from the text to explain your reason and support your claim. EXTRA: Writing Prompt 1 (Argumentative): Argue for or against the narrator's description of what is happening to her in "The Yellow Wallpaper." Use evidence from the text to support your claim. Writing Prompt 2 (Argumentative): Compare and contrast the narrator in "The Tell-Tale Heart" with the narrator in "The Yellow Wallpaper." Stake a claim about which of the narrators seems more reliable. Use evidence from both texts to support your argument.
4: Comparing the Narrator's and Reader's Perspectives	"The Tell-Tale Heart" (17–18) Solo: "M'Naghten Rule"	REVISE: Do you agree or disagree with the narrator's description of what is happening? Use details from the text to explain your reason and support your claim.
5: Debating the Narrator's Sanity, Part 1	"The Tell-Tale Heart;" "M'Naghten Rule" Solo: "The Tell-Tale Heart" (1–16)	As a group, determine your most convincing piece of evidence, based on your explanations, and write your opening argument for the debate. You may begin your argument with the following statement or write your own: It is absolutely clear that the defendant was (sane/insane) when he committed this crime. The evidence I am about to describe will prove this beyond a doubt.

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6: Debating the Narrator's Sanity, Part 2	"The Tell-Tale Heart" Solo: "The Cask of Amontillado" (1–35)	Your Closing Argument 1. Choose two of your strongest pieces of evidence (in light of the counterarguments presented in the debate). 2. Write a closing argument, using evidence to evaluate your claim about why the audience should be convinced by your position.
7: Flex Day 2	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need

Sub-Unit 3: The Cask of Amontillado

Sub-unit overview: Develop your director's vision of this corrupt narrator and his twisted plot of revenge.

6 Lessons

Lesson	Reading	Writing
1: Amontillado! Amontillado!	"The Cask of Amontillado" (1–35) Solo: "The Cask of Amontillado" (36–89)	
2: Your Movie Crew	"The Cask of Amontillado" Solo: "The Cask of Amontillado"	
3: A Director's Reading	"The Cask of Amontillado" Solo: "The Cask of Amontillado" (24–89)	What is one choice the director made about the characters or setting of the film? Based on your reading of the story, would you have made the same choice or a different choice? Why?
4: Read Like a Movie Reviewer	"The Cask of Amontillado" Solo: "The Cask of Amontillado" (1–67)	Write a complete movie review of "The Cask of Amontillado" animation.



5: Behind the Wall	<p>"The Cask of Amontillado" Solo: "The Cask of Amontillado" (1–89)</p> <p>EXTRA: "A Poison Tree" by William Blake</p>	<p>Could Fortunato have figured out what Montresor's plan was before he was chained to the wall? List two details from the text to explain your reasons and support your claim.</p> <p>EXTRA: Writing Prompt 1 (Informative): What is the central idea of the poem "A Poison Tree"? Use evidence from the text to support your answer.</p> <p>Writing Prompt 2 (Argumentative): In "The Cask of Amontillado," the author hints at Fortunato's fate before Fortunato realizes it himself. In "A Poison Tree," the author reveals the fate of the speaker's foe at the end of the poem. Stake a claim about which text is better at building suspense. Use evidence from both texts to support your argument.</p>
6: Flex Day 3	<p>Teacher choice: Activities to support a range of skills, determined by student need</p> <p>Solo: "Annabel Lee;" "The Raven;" "The Masque of the Red Death;" "The Murders in the Rue Morgue"</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need</p>

Sub-Unit 4: The Raven

Sub-unit overview: Analyze one director's vision of this haunting poem.

6 Lessons

Lesson	Reading	Writing
1: "Ah, distinctly I remember..."	<p>"The Raven" (1–6) Solo: "The Raven" (1–12)</p>	

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2: "while I pondered..."	<p>"The Raven" (1–18) Solo: "The Raven"</p> <p>EXTRA: "The Charge of the Light Brigade" by Alfred, Lord Tennyson; "The Raven"</p>	<p>1. You have been asked to direct a movie of "The Raven," and you want to make sure your audience gets a clear sense of what the narrator is feeling and experiencing in the first three stanzas (lines 1–18).</p> <p>2. Describe three details (images, sounds, or character emotions) you would include in your movie (you may include a detail not explicitly in the poem). Explain what part of the text led you to include each detail.</p> <p>EXTRA:</p> <p>Writing Prompt 1 (Informative): Imagine that you are going to create a movie version of "The Charge of the Light Brigade." Describe three details (images, sounds, or emotions) that you would include in your movie. Explain what part of the text led you to include each detail.</p> <p>Writing Prompt 2 (Argumentative): The first three stanzas of "The Charge of the Light Brigade" and "The Raven" establish a tone of foreboding: a sense that something fearful is about to happen. Argue which author, Tennyson or Poe, most effectively creates this feeling of foreboding in their writing. Use evidence from both texts to support your claim.</p>
3: "Quoth the Raven, 'Nevermore'"	<p>"The Raven" Solo: "The Raven" (61–108)</p>	
4: A Director's Reading	<p>"The Raven" Solo: "The Raven"</p>	
5: "...suddenly there came a tapping"	<p>"The Raven" Solo: "The Tell-Tale Heart" (3); "The Raven" (7–15)</p>	<p>Describe three details (images, sounds, or depictions of the characters) from the opening of the animation that give you a clear sense of what the narrator is feeling and experiencing.</p>
6: Flex Day 4	<p>Teacher choice: Activities to support a range of skills, determined by student need</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need</p>

Sub-Unit 5: Write an Essay

Sub-unit overview: Develop an argument about why Poe's narrators can or cannot be trusted.

5 Lessons



Lesson	Reading	Writing
1: Making a Claim	"The Cask of Amontillado;" "The Raven;" "The Tell-Tale Heart"	Essay Prompt: Can you trust that the narrator is accurately describing what's happening in the story or poem? Why or why not?
2: Writing Body Paragraphs	"The Cask of Amontillado;" "The Raven;" "The Tell-Tale Heart"	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
3: Essay Flex Day	"The Cask of Amontillado;" "The Raven;" "The Tell-Tale Heart"	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
4: Revising and Writing an Introduction	"The Cask of Amontillado;" "The Raven;" "The Tell-Tale Heart"	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
5: Writing a Conclusion and Editing the Essay	"The Cask of Amontillado;" "The Raven;" "The Tell-Tale Heart"	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.