

## 9.2.1

## Lesson 8

## Introduction

In this lesson, students build on discussions from the previous seven lessons and identify and connect textual evidence to write a claim about how a central idea is developed in “The Tell-Tale Heart.” This Mid-Unit Assessment asks students to identify a central idea in “The Tell-Tale Heart” and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text. This lesson will conclude the series of lessons on “The Tell-Tale Heart.” (Students will return to “The Tell-Tale Heart” in Lesson 12.)

Building on Lesson 7’s work of making claims about Poe’s structural choices, students will begin the lesson by identifying and connecting evidence about the development of central ideas in “The Tell-Tale Heart” using an Evidence Collection Tool. Students will then use this Evidence Collection Tool to support their writing for the Mid-Unit Assessment. This assessment requires students to look across the text as a whole and analyze how the author develops and refines a central idea by connecting specific details about point of view and Poe’s structural choices. It also requires students to use the writing skills developed in Module 9.1, as students will be expected to develop a claim with well-chosen and relevant textual details. Additionally, students will be introduced to SL.9-10.1.a and will keep this standard in mind as they work in groups to identify and connect evidence. This standard will be informally assessed in Lesson 12.

The Text Analysis Rubric will be used for the Mid-Unit Assessment. For homework, students will continue to read their Accountable Independent Reading (AIR) through the lens of their focus standard (RL.9-10.4) and prepare for a 3–5 minute discussion of their text based on that standard.

## Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such

	effects as mystery, tension, or surprise.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
W.9-10.2.b, d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<b>Addressed Standard(s)</b>	
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Assessment

<b>Assessment(s)</b>
The learning in this lesson will be captured through the Mid-Unit Assessment. The Mid-Unit Assessment prompt is the following: <ul style="list-style-type: none"> <li>Identify a central idea in “The Tell-Tale Heart” and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text.</li> </ul>
<b>High Performance Response(s)</b>
A High Performance Response may include the following: (Some high performance responses may integrate point of view and structural choices, but it is

acceptable for students to treat point of view and structural choices separately.)

- Poe develops the central idea of obsession in “The Tell-Tale Heart” through his narrator who is disturbed by the old man’s eye. Poe also uses repetition to show the narrator’s preoccupation with the old man’s eye. Poe uses the story’s beginning to reveal the narrator’s obsessive personality. The narrator discusses how the old man’s eye is driving him to murder. “I think it was his eye! Yes, it was this! He had the eye of a vulture.” From there, Poe further uses the narrator’s point of view to develop the narrator’s obsession, as the narrator strategically plots the murder of the old man. For example, the narrator describes in detail the plan he executes every night for “seven long nights,” just to get a glimpse of the old man’s eye. The narrator even says that he is unable “to do the work” on one of those nights because he does not see the narrator’s “Evil Eye.” The narrator’s obsessive nature is further revealed by Poe’s use of repetition. For example, Poe uses repetition to show how slowly and cautiously the narrator is moving, just to get a glimpse of the old man’s eye. “I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down.” Additionally, Poe’s use of repetition reveals how fixated the narrator is on seeing the eye, so he can carry out the murder. “I resolved to open a little—a very, very little crevice in the lantern. So I opened it—you cannot imagine how stealthily, stealthily.”
- Poe develops the central idea of madness by creating an insane narrator to tell his story. Also, Poe uses punctuation to show how mad the narrator is. Poe chooses to begin his story with the narrator explaining himself after the murder has occurred. The narrator makes statements about his condition, saying he was and is “dreadfully nervous” but not insane. However, the narrator’s behavior contradicts his statement, as he exclaims at the reader, “Hearken!” and says he desires to kill the old man because of his eye. “Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man.” Poe uses the narrative point of view to introduce the reader to the narrator’s madness instead of just the story’s action. “It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night.” Additionally, Poe chooses to have the insane narrator tell the story so readers can have access to his internal thoughts, further developing the idea of madness. For example, the narrator thinks he is wise and sneaky, instead of insane, for his detailed murder plans. “Oh you would have laughed to see how cunningly I thrust it in!” These thoughts further reveal his madness. The narrator also admits he has his own terrors. “I say I knew it well. I knew what the old man felt, and pitied him,” showing his madness. Additionally, Poe uses punctuation to show how excited the narrator is, revealing his madness. For example, the narrator talks loudly and excitedly when he thinks he “hears” the dead man’s beating heart: “Oh God! What could I do? I foamed—I raved—I swore!” Poe uses exclamation points to show how crazy the narrator is when he believes he is hearing the dead man’s beating heart.

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\*Because these are not close reading lessons, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document

[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.2, RL.9-10.5, CCRA.R.6, W.9-10.2.b, d, W.9-10.9.a, SL.9-10.1.a, L.9-10.1</li> <li>Text: “The Tell-Tale Heart” (The text has been read in its entirety.)</li> </ul>	
<b>Learning Sequence</b> <ol style="list-style-type: none"> <li>Introduction to Lesson Agenda</li> <li>Homework Accountability</li> <li>Small Group Discussion</li> <li>Mid-Unit Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>5%</li> <li>40%</li> <li>40%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1)
- Copies of the Mid-Unit Evidence Collection Tool for each student
- Copies of the Mid-Unit Assessment for each student
- Copies of the Text Analysis Rubric and Checklist for each student

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol) indicates questions for the teacher to ask students.</b>
	<i>Italicized text (no symbol) indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction to Lesson Agenda

10%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: RL.9-10.2, RL.9-10.5, CCRA.R.6, and W.9-10.2.b, d. In this lesson, students build on discussions over the previous seven lessons and identify and connect textual evidence to develop a claim about how a central idea is developed in “The Tell-Tale Heart.” This Mid-Unit Assessment asks students to identify a central idea in “The Tell-Tale Heart” and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text. This lesson will conclude the series of lessons on “The Tell-Tale Heart.”

- ▶ Students look at the agenda.

Explain that students will begin working on new standards: W.9-10.2.d and SL.9-10.1.a. Ask students to individually reread standards W.9-10.2.d and SL.9-10.1.a and assess their familiarity with and mastery of these standards on their 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1).

Ask students to write down what they think are the main ideas in these standards and discuss them in pairs.

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

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

① **Differentiation Consideration:** Consider displaying the standards from the unit so students can refer to the language for writing purposes.

- ▶ Students listen.

Explain that students should practice standard SL.9-10.1.a as they engage in the evidence-based discussion in this lesson. Tell students that SL.9-10.1.a will be informally assessed in Lesson 12.

- ▶ Students listen.

## Activity 2: Homework Accountability

**5%**

Ask students to demonstrate completion of their homework by showing their organized materials and keeping them accessible for the Mid-Unit Assessment.

- ▶ Students show their organized notes and materials.

## Activity 3: Small Group Discussion

**40%**

Display the Mid-Unit Assessment prompt: Identify a central idea in “The Tell-Tale Heart” and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text. Ask students if they have any remaining questions about the assessment prompt.

- ▶ Students read the Mid-Unit Assessment prompt and ask questions.

① The Mid-Unit Assessment prompt was discussed in the previous lesson.

Inform students that they will be working in small groups to discuss, identify, and connect evidence about the development of central ideas in “The Tell-Tale Heart.” Distribute the Mid-Unit Evidence Collection Tool to each student.

- ▶ Students listen and examine the Mid-Unit Evidence Collection Tool.

Explain the Mid-Unit Evidence Collection Tool by modeling an example for the central idea of guilt. Instruct students to review their discussion notes, annotation, and Quick Writes from the previous lessons and look for textual evidence of how Poe develops the central idea of guilt.

- ▶ Students listen and review their discussion notes, annotation, and Quick Writes from previous lessons.

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

- Student responses may include the following:

Point of View Text Evidence:

- “My head ached, and I fancied a ringing in my ears”
- “—but I talked more fluently, and with a heightened voice.”

Structural Choices Evidence:

- “Oh God! What could I do?”
- “Almighty God!—no, no! They heard!”

Lead students in practice using the Mid-Unit Evidence Collection Tool by asking the following questions:

### What connections can you make across the textual evidence?

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

### What claims could be made about how Poe develops the central idea of guilt based on these connections?

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

Instruct students to form small groups and continue identifying and connecting evidence about the development of central ideas in “The Tell-Tale Heart” using the Mid-Unit Evidence Collection Tool.

- See a model student response on the sample tool at the end of the lesson.

Remind students to practice SL.9-10.1.a and L.9-10.1 as they engage in discussion.

- ① Students were introduced to L.9-10.1 in Lesson 7 and practiced applying this standard in writing for the Exit Ticket. In this lesson, students are asked to consider L.9-10.1 in relation to speaking during discussion.

## Activity 4: Mid-Unit Assessment

**40%**

Transition students to the Mid-Unit Assessment. Tell students that they should remain quiet throughout the assessment as a courtesy to all students and they can use their annotated text, discussion notes, previous lesson Quick Writes, and Mid-Unit Evidence Collection Tool. Remind students to demonstrate correct grammar and usage in their writing to write a multi-paragraph response to the following prompt:

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

① Display the prompt for students to see, or provide the prompt in hard copy.

Tell students that if they finish well before the time allotment, they should revisit the Text Analysis Rubric to ensure they have fulfilled all the criteria.

▶ Students listen.

① Students were introduced to the Text Analysis Rubric in Module 9.1, specifically Unit 9.1.1.

Transition students to independent writing time. Give students the remaining class period to write.

▶ Students write the Mid-Unit Assessment.

☛ See the High Performance Response at the beginning of this lesson.

① Circulate around the room and offer non-content support as needed.

① Consider providing students additional writing time if necessary.

① Students who finish early can read their AIR text.

Collect essays before the end of the lesson.

▶ Students hand in the Mid-Unit Assessment.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue their Accountable Independent Reading through the lens of their focus standard (RL.9-10.4) and prepare for a 3–5 minute discussion of their text based on that standard.

▶ Students follow along.

## Homework

Continue reading your Accountable Independent Reading text through the lens of the assigned focus standard (RL.9-10.4) and prepare for a 3–5 minute discussion of your text based on that standard.

## Mid-Unit Evidence Collection Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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<b>Central Idea:</b>		
<b>Structural Choices Text Evidence</b>	<b>Structural Choices Text Evidence</b>	<b>Structural Choices Text Evidence</b>
<b>Point of View Text Evidence</b>	<b>Point of View Text Evidence</b>	<b>Point of View Text Evidence</b>

**Connections**

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**Possible Claims**

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## Model Mid-Unit Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<b>Central Idea:</b>	Madness	
<b>Structural Choices Text Evidence</b>	<b>Structural Choices Text Evidence</b>	<b>Structural Choices Text Evidence</b>
<p>“I undid the lantern cautiously—oh, so cautiously—cautiously”</p> <p>Analysis: The repetition shows how sneakily and carefully the narrator is trying to be so he can see the eye and murder the old man.</p>	<p>“And now a new anxiety seized me—the sound would be heard by a neighbor! The old man’s hour had come!”</p> <p>Analysis: The punctuation demonstrates the narrator’s excitement in preparing to kill the old man.</p>	<p>“Almighty God!—no, no! They heard!—they suspected!—they knew!”</p> <p>Analysis: The punctuation shows the narrator’s excitement as he believes he is hearing the beating heart of the dead man.</p>
<b>Point of View Text Evidence</b>	<b>Point of View Text Evidence</b>	<b>Point of View Text Evidence</b>
<p>“Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me.”</p> <p>Analysis: The narrator’s point of view shows his madness because he continues to claim he is not mad.</p>	<p>“Oh, you would have laughed to see how cunningly I thrust it in!”</p> <p>Analysis: The narrator’s point of view reveals how sneaky and cunning he thinks he is.</p>	<p>“deepening, with its dreadful echo, the terrors that distracted me”</p> <p>Analysis: Through his point of view, the narrator admits he experiences terror, too.</p>

**Connections**

**Structural Choices:** Poe uses repetition to show how precise and slow the narrator is when executing his murder plan. Poe uses punctuation to show the narrator's excitement about the murder plans and actual murder.

**Point of View:** Through his point of view, the narrator relates how he is feeling about the murder plan and his own terrors.

**Possible Claims**

Poe develops the central idea of madness through his use of repetition in showing how the narrator carefully plans out the murder.

Poe develops the central idea of madness through an insane narrator who reveals his crazy thoughts to the reader.

## Mid-Unit Assessment (9.2.1 Lesson 8)

### Text-Based Response

**Your Task:** Based on your close reading of “The Tell-Tale Heart” and your work on the Mid-Unit Evidence Collection Tool, write a well-developed, text-based response to the following prompt:

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

Your response will be assessed using the Text Analysis Rubric.

#### Guidelines:

##### Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

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

#### Commentary on the Task:

This task measures RL.9-10.2, RL.9-10.5, and CCRA.R.6 because it demands that students:

- Determine a central idea of a text and analyze in detail its development over the course of the text.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

This task measures W.9-10.2.b and W.9-10.2.d because it demands that students:

- Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

# Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p><b>Content and Analysis:</b> The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text.</p> <p>(W.9-10.2, W.9-10.9, R.9-10.2, R.9-10.5)</p>	<p>Introduce a well-reasoned claim regarding the development of a central idea.</p> <p>Demonstrate a thoughtful analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a clear and focused claim regarding the development of a central idea.</p> <p>Demonstrate an appropriate analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate an appropriate analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a claim regarding the development of a central idea.</p> <p>Demonstrate a superficial and/or mostly literal analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a superficial and/or mostly literal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a confused or incomplete claim.</p> <p>and/or</p> <p>Demonstrate a minimal analysis of the author’s use of details to shape and refine the central idea</p> <p>and/or</p> <p>Demonstrate a minimal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>
<p><b>Command of Evidence:</b> The extent to which the response presents evidence from the provided text to support analysis.</p> <p>(W.9-10.2.a, W.9-10.9)</p>	<p>Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis.</p>	<p>Present ideas sufficiently, making adequate use of relevant evidence to support analysis.</p>	<p>Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant.</p>	<p>Present little or no evidence from the text.</p>
<p><b>Coherence, Organization, and Style:</b> The extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language.</p> <p>(W.9-10.2.b, e, W.9-10.9)</p>	<p>Exhibit logical organization of ideas and information to create a cohesive and coherent response.</p> <p>Establish and maintain a formal style, using precise language and sound structure.</p>	<p>Exhibit acceptable organization of ideas and information to create a coherent response.</p> <p>Establish and maintain a formal style, using appropriate language and structure.</p>	<p>Exhibit inconsistent organization of ideas and information, failing to create a coherent response.</p> <p>Lack a formal style, using language that is basic, inappropriate, or imprecise.</p>	<p>Exhibit little organization of ideas and information.</p> <p>Use language that is predominantly incoherent, inappropriate, or copied directly from the task or text.</p> <p>Are minimal, making assessment unreliable.</p>
<p><b>Control of Conventions:</b> The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>(L.9-10.1, L.9-10.2)</p>	<p>Demonstrate control of the conventions with infrequent errors.</p>	<p>Demonstrate partial control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate emerging control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate a lack of control of conventions with frequent errors that make comprehension difficult.</p> <p>Are minimal, making assessment of conventions unreliable.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.



## Text Analysis Checklist

Assessed Standard: \_\_\_\_\_

	Does my writing...	✓
<b>Content and Analysis</b>	Introduce a well-reasoned claim regarding the development of a central idea?	<input type="checkbox"/>
	Demonstrate a thoughtful analysis of the author’s use of specific details to shape and refine the central idea? and/or	<input type="checkbox"/>
	Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole?	
<b>Command and Evidence</b>	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis?	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Exhibit logical organization of ideas and information to create a cohesive and coherent response?	<input type="checkbox"/>
	Establish and maintain a formal style, using precise language and sound structure?	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate control of the conventions with infrequent errors?	<input type="checkbox"/>