"Dream within a Dream"

⭐ TASK

by Sara Appleby

This module is an in-depth study into Edgar Allan Poe. Students will research the author's background and writing techniques to determine the characteristics of his style. Students will also synthesize why Edgar Allan Poe's style continues to fascinate and gain popularity with audiences today.

In order to determine the writer's style, the students will research Edgar Allan Poe as an individual first. They will gain a complete understanding of who he is and how his life experiences affect his writing.

Students will then delve into poetry and short stories by Edgar Allan Poe. They will be dissecting the literature by investigating his literary techniques, diction choices, use of literary elements, the structure of the pieces, and patterns across all of his works. The final analysis will ask the students to synthesize all this information to determine a description of Poe's style. They will also analyze why this style is popular among readers.

GRADES	DISCIPLINE	COURSE	PACING
6 - 8	📖 ELA	≡ Language Arts	🕐 24hr

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

What aspects of Edgar Allan Poe's writing style have made his literature so popular with audiences? After reading and researching selected poems, short stories, and informational texts, write an essay in which you analyze how Edgar Allan Poe creates his writing style and why his texts are so popular among audiences . Support your discussion with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.9

Focus

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Texts

- % **"The Masque of the Red Death"**
- % **"Annabel Lee"**
- % **"The Tell-Tale Heart"**
- % **"The Raven"**
- % **"The Pit and the Pendulum"**
- % **Edgar Allan Poe Museum Biographical Information**

Student Work Rubric - Informational or Explanatory Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Controlling Idea	Presents an unclear or unfocused controlling idea.	Presents a **general** controlling idea that **addresses the prompt**, with an **uneven focus**.	**Presents and maintains a clear** controlling idea that addresses **all aspects** of the prompt.	Presents and maintains a clear and **specific** controlling idea that addresses all aspects of the prompt and **takes into account the complexity of the topic**.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the controlling **and supporting ideas**. **Consistently** cites sources with **minor formatting errors**.	Includes **well-chosen** details, examples, and/or quotations from sources that **support** the controlling and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is **minimal** or **contains minor errors**.	**Accurately** explains ideas and source material and **how they support the controlling idea**.	**Thoroughly** and accurately explains ideas and source material, **using reasoning** to support **and develop** the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	**Groups ideas and uses some transitions** to connect ideas, with **some lapses in coherence or organization**.	**Groups and sequences** ideas to **develop the controlling idea**. Uses transitions **to clarify the relationships among ideas, concepts, and information**.	Groups and sequences ideas **logically** to develop the controlling idea **and create cohesion**. Uses **varied** transitions to clarify the relationships among ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	**Errors** in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are **sometimes inappropriate** to the audience and purpose.	**Consistently applies** standard English conventions; **minor errors**, while noticeable, **do not interfere** with the clarity of the writing. Uses language and tone **appropriate to the audience and purpose**.	Consistently applies standard English conventions, **with few errors**. Demonstrates **varied syntax** and **precise word choice**. **Consistently** uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Style is important to individuality. Each of you have your own style. Why do you style your hair a certain way? Why do you choose the style of clothes you wear? In many cases, people are known for their style. Friendships and relationships are sometimes created based on our own personal styles. Writers and their audiences bond in a similar way. Writers have their own styles that make their literature stand out. Audiences are often drawn to certain styles.

We will be analyzing the writing style of Edgar Allan Poe and why his writing has remained popular for so many years.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ANNOTATION: Ability to annotate a text to identify evidence.

Transition to Writing

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

BODY PARAGRAPHS: Ability to write an initial draft.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
1 hr and 30 mins	**TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**PROJECT RUNWAY** What is style? Does our style define who we are? Review the excerpts in your folders. Select one that you believe clearly defines the style of the author. You will have 20 minutes to create a book "jacket" that illustrates the author's style in its decorations and "costume", as well as a short introduction speech to present on the runway. When the hostess, Ms. Heidi Applebug, announces your name, you will present your book jacket on the runway.	The written notecards and produced runway models will be used as a pre-assessment of their understanding of style. Teacher will be monitoring heavily during the preparation portion to determine students' level of prior knowledge.	Transform room into a runway. As students enter, they are directed to their seats among the glitz and glamour or the Project Runway show. Groups of students are given a file folder materials to build the next big runway design. Each group will be given artifacts about a different author (each demonstrating contrasting styles). The students are given 20 minutes to pick an excerpt to read that clearly defines the style of this author. They must design their runway presentation--a book "jacket". This will be a large paper book jacket decorated and costumed to fit the personality of the writer. Once the official runway show begins, Heidi Applebug(teacher's alter ego) will present herself in full costume. She will announce the runway models and their presentations. The students will have written a short introduction speech of their author's style to read while the model struts the runway.

Standards:

RL.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Additional Attachments:

📄 **author style show cue cards for models.docx**

1 hr and 30 mins	**TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**CRIME SCENE REPORT** How can I use textual evidence and make inferences to solve a crime? You will notice that our room has been the scene of a crime. Let's watch a breaking news video clip to learn the story. Now that you know the crime, you will work in groups to try to solve the crime. There is a Google form with a crime report	Students will be formatively assessed on their understanding of Poe's writings using a Google Form. No grade will be assigned. Teacher will use data to determine strengths and weaknesses with learning targets for this unit. This is another form of pre-assessment for this unit.	Students will enter the room and see a crime scene marked off with caution tape. A large, black tarp will cover the "horrific" scene. Among the room, clues will be displayed. These clues are all associated with the costume of Heidi Applebug (our guest runway host) from the previous lesson. Once students are properly anxious, teacher will show a breaking news story clip. This news clip alerts the students of the crime that has been committed. Today's task will ask the students to determine who committed the crime. Posted around the room are blank inference posters. Once students feel they can make a formal inference, they may write it on one of the posters. Other students may come up and provide evidence to support or dispute throughout the class. Students are placed into investigative teams. Each team is

for you to complete as you work through the textual evidence. We have worked on inferences this year so use that skill as you do your detective work. Write your inferences on the posters hanging around the room. Once the crime report is completed, use the puzzle pieces from your evidence bag to complete the puzzle which will confirm the identity of the suspect.

given the evidence. The evidence is sealed in plastic bags to prevent tampering. Each bag contains a text excerpt from Edgar Allan Poe and his works. Students must read and discuss each text. Each text requires students to focus on a learning target in their investigation. As the students are working with the evidence text, they are completing a crime report (Google Form). Also, in their evidence envelopes they will find partial clues to help identify the suspect. Each clue is a puzzle piece. Once each task is complete, they may come and place puzzle piece on the board (they are magnetic). At the conclusion of all groups investigation, this correctly assembled puzzle will identify our suspect. The suspect is Edgar Allan Poe.

Standards:

RI.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.3 : Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.2 : Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Additional Attachments:

% **Crime Scene Report**

% **Breaking News Segment Video**

| 25 mins | **TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric. | **THINK TANK** What characteristics of Edgar Allan Poe's style make him so popular?

Log into to our Socrative class and answer the following question: Based on your investigation, what characteristics of Poe's style make him so popular? Find a quote written by him or about him to support your answer. You will have 10 minutes.

Now that you have seen all of the quotes, respond in Socrative to the poll to determine which quote our class believes has the most effective evidence. | Formatively assessed using the online program, Socrative. Students will post their thoughts. Teacher will have access to student name, response will be posted anonymously for other students. | When students enter the classroom, they are expected to begin a Think Tank exercise to warm up their brain. They will log in to Socrative and answer the following prompt:

Based on your investigation, what characteristics of Poe's style make him so popular? Find a quote written by him or about him to support your answer.

Students will have ten minutes to complete this task. We will discuss their posted answers together. We will conclude this mini-task by implementing the vote option on Socrative. Students will vote for the response with the most effective evidence provided.

The prompting question is a shortened version of the writing task. Teacher will let students know the importance of the driving or essential question.

Share the rubric with students and discuss any questions they have.

NOTE: Socrative is a free on line tool for assessment: http://www.socrative.com/ |

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Standards:

W.7.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

Additional Attachments:

% **Socrative**

Reading Process				
1 hr and 30 mins	**NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**FIELD TRIP** How do our experiences influence who we are? Today, you will take a virtual field trip to learn about Poe's life and experiences and how that influenced his writing. Complete the field trip journal to take notes on what you learn from the texts on the website.	Students will be assessed on learning targets using the 3-2-1 mastery scale. 3= mastery 2=developing 1=not yet Each student will complete a field trip journal to document their experiences at the virtual Poe museum. Students will be assessed on the connections they make between Poe's life experiences and who he is as an individual. I will be looking for direct connections about his early life, parents, struggles, and relationships. Students will complete a note-taking guide to help them distinguish key and relevant facts. Students will reassess on this assignment until mastery is met since the content is crucial to the final writing task.	Students will believe they are being taken on a field trip today. I will lead the students out the side door, around to the front of the building where we reenter. This gimmick is implemented to stress the importance of framing our thinking into a new mindset for our destination. Once students reenter the room with the idea that they are at the Edgar Allan Poe Museum (the door will be decorated to signify this transformation), we will travel to the virtual museum website. I will give a quick tour of the site and ask students to view their field trip log. Students will conduct a self-paced research project on Edgar Allan Poe.

Standards:

W.7.8 : Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RI.7.6 : Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.3 : Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Additional Attachments:

📄 **Edgar Allan Poe Museum.docx**

🔗 **Poe museum**

1 hr and 30 mins	**NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**"THE TELL-TALE HEART"** How does Poe use literary elements and techniques to create tone and mood?	Students will be formatively assessed through discussion and individual participation throughout the activity. Each student is required to engage in the discussion at least 5 times.	Each student will have a copy of the text, "The Tell-Tale Heart." Each student is also given a a paint color chip with 5 different colors. Written on each color strip is a list of literary techniques and devices. If it is a smaller class, each student could get two strips. Basic techniques are listed such as simile, metaphor, and personification. Also, some techniques that are brand new to students are listed with definitions provided. Examples include epiphany, antithesis, and synecdoche. These terms originate from the Laying the Foundation List of Literary Terms. This exercise is a good way for students to self discover new vocabulary without the risk of being incorrect. Each student is also given 5 colored dot stickers. On the board will be three blank posters labeled for each class of the day. The object of today's activity is to compete against the other classes. The class with the most participation wins.
		Today, we will read and discuss one of Poe's most popular short stories, "The Tell-Tale Heart." I have given each of you five paint chips and five colored dots. On the paint chips are literary techniques and devices. As we read, we will stop to discuss Poe's use of literary elements and techniques to create tone and mood. Each time you correctly use one of the terms on your paint chips, you get to place a dot on our class poster. You must speak at least five times, but you may speak more than five times. The class who has the most participation (i.e. the most dots) will win a reward.		How the activity works...
				Throughout the reading of the story, we will stop and have discussions. Each time a student uses a term from their paint chip correctly, they will be allowed to put a colored dot on their poster. They must make a connection between the literary device and the story. Students are required to use all 5 dots before the end of the class. Extra stickers are available if students want to challenge themselves further. These paint chips can be differentiated based on student skill level.
				NOTE: Laying the Foundation does not allow resources to be shared. Information about their training and resources can be accessed at: https://www.nms.org/

Standards:

RL.7.6 : Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.3 : Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.2 : Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

| 1 hr and 30 mins | **NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing. | **TRICK OR TREAT** How does Poe's use of tone and mood create his style? In small groups you will visit three different | Students will write short writing samples analyzing Poe's use of tone and mood, literary techniques, and how these characteristics create | Students will work in teams for this activity. They will visit different stations to practice the writing skills being assessed. The hook of this activity is theme of trick or treating. Each station is similar to visiting a house to ask for candy. Students must complete the task to earn the treat. Each team will have a blank template that will be filled with candy stickers to |

	stations to practice writing skills: thesis statement, citing evidence from text, and analyzing textual evidence and how it supports your thesis. Once your group has completed the task, you will receive a sticker. The writing you do for each task can be used in your essay.	Poe's style. Each sample will be assessing 3 elements of the writing: 1. Writing a strong thesis statement for each writing sample. 2. Citing evidence from the story correctly. 3. Providing analysis of the textual evidence and how it supports to thesis.	represent the treat. As students progress through the stations, they are basically producing well written paragraphs analyzing how Poe used literary devices to create mood and tone. They will also be discussing and analyzing what kind of style they are beginning to see in Poe's work. At the conclusion of the trick or treating assignment, students will have three well developed paragraphs that could be used in the final essay.

Standards:

W.7.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

RL.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.3 : Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

40 mins	**ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text.	**MASK MAKING** How does Poe's diction choices create his style? Working in small groups, you will sort vocabulary words from Poe's short story, "The Masque of the Red Death" which we will be reading. You may determine your own categories. Think about both the denotations and the positive/negative connotations of each word. After your group has sorted the words, each of you will create your own mask, using the words in your design.	Students will be assessed on the 3-2-1 mastery scale on connotation/denotation learning target. Students will create a mask using connotation and denotation of key vocabulary words. These are words that are essential to understanding the short story, "The Masque of the Red Death," which we will be reading in the next class.	Each student will be given a blank template of a masquerade mask. Each student will be given a list of key vocabulary from the story-a mixture of positive and negative connotative words. Students will work in collaborative groups to sort and categorize the vocabulary. At the beginning of the lesson, students may categorize the words however they see fit. As class progresses, groups will share their categories. I will facilitate and make sure students are seeing positive and negative connotations. Students will then design their mask using the vocabulary words. Through working with the words and their definitions, students will become more familiar with them. The masks will be worn in the next class, but also can be used as a reference when reading.

Standards:

RL.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

1 hr and 30 mins	**ANNOTATION**: Ability to annotate a text to identify evidence.	**"THE MASQUE OF THE RED DEATH"** How does Poe use	The students will be formatively assessed on their annotations of	Students will enter the room which is fully decorated to recreate the setting from "The Masque of the Red Death." Large colored table cloths with colored

	characterization and setting to create his style? We will be listening to another of Poe's short stories, "The Masque of the Red Death." As we listen, follow along and annotate for evidence of characterization and setting. We will occasionally pause the audio to discuss your annotations.	characterization and setting.	stained glass windows are hanging from the ceiling to represent the different rooms from the story. Replicas of all the symbols from the story are placed around the room. Students will listen to the audio of the story. We will stop, discuss, and annotate the texts with a focus on characterization and setting. We will use colored pens to annotate the details about the different colored rooms. Students will annotate and analyze the use of symbols. Several surprises for the students are worked into the reading. An example is a secret student has been asked to hide behind one of the curtains throughout the story and will only emerge when the plot of the story has the red death emerge. This is an active reading of the text.

Standards:

RL.7.5 : Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.3 : Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.2 : Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

| 1 hr and 30 mins | **ANNOTATION**: Ability to annotate a text to identify evidence. | **"THE RAVEN"** How does Poe structure his writing to create his style? You have already read and annotated "The Raven." Today, we will discuss it in a Socratic seminar. Your goal is to earn 25 points during the seminar. You will earn points for the following: • 3 points - asking a question that prompts several others to add to the discussion • 1 point - agreeing with another student with explanation • 1 point - disagreeing with another student with explanation • 3 points - referencing a line from the text and connecting to a literary device You are in charge of the discussion. I will be documenting each time you speak and scripting the discussion. If you do not earn 25 points, you will be required to do a writing assignment to | Students will be assessed on their analysis of "The Raven" during a socratic seminar. Students will be given a score card. Students are given the expectations: To demonstrate mastery students must score 25 points. To demonstrate developing mastery students must score 15 - 24 points. Any point total less than would be considered beginning mastery. Students have the control of their grade on this assignment. Depending on participation and how they choose to participate will determine the outcome. | Students are given "The Raven" to read prior to class. They are expected to annotate using the expectations we set at the beginning of the year for digesting a text. When class begins, they are provided a score card for the discussion. We will sit in a socratic seminar circle. I will be out of the circle and only documenting their discussion. I will only intervene to ask a redirecting question. The score card lists a variety of ways for students to participate in the discussion. For example, a student can earn 3 points for asking a question that causes a discussion. A student can earn 1 point for agreeing with another student with explanation. A student can earn 3 points for referencing line from the text and connecting to a literary device. Students tally their own scores throughout the discussion. I will be documenting how many times each student spoke and script what was said. The score cards will be collected and scored. After reviewing the score cards, if any student failed to participate or is in the beginning mastery category, I will ask them to produce a writing piece to demonstrate their understanding. |

	demonstrate your understanding of "The Raven" and how it demonstrates Poe's style.		

Standards:

RL.7.5 : Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.2 : Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1 hr and 30 mins	**ANNOTATION**: Ability to annotate a text to identify evidence.	**AUTOPSY OF "POE"TRY** What patterns do you see across a collection of Poe's works? In small groups you will label a large human shape cutout with literary characteristics (each body part will represent a different characteristic). As you read through a variety of Poe's poems and excerpts, look for different characteristics that help build his style. Look for connections and patterns across his works.	Students will be assessed as a team. Cutout should be labeled with literary characteristics from the texts.	Students will be placed in teams. Each team will get a blank body outline. As students read the poems, they will be seeking out the different elements. They will be evaluating characters, settings, connotations, poem structures, sound devices, and etc. Each body part will represent another literary characteristic. This entire activity will be done in the dark under black lights to represent an X-ray vision into Poe's works. Students will present their findings of patterns to the rest of the class. Poems and excerpts will include: "Annabel Lee" "El Dorado" "The Pit and the Pendulum" "The Black Cat" "A Dream Within a Dream."

Standards:

RL.7.6 : Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.5 : Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.4 : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.3 : Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.2 : Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.1 : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Transition to Writing

1 hr	**PREPARING FOR WRITING**: Ability to begin linking reading results to writing task.	**THESIS STATEMENT PROCESS** How do I write a thesis statement that drives the entire piece?	Students will write a thesis statement and revise until they meet mastery.	Model how to write an effective thesis statement. Students will work through a process to create a thesis statement that is effective and precise. Students will use a Google Doc template to work through the process. They will share their thesis with peers and get feedback for revision.

	Write your thesis statement using the Google Doc template. Be sure it is effective and precise. Share with your peers to get feedback.		

Standards:

W.7.5 : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Additional Attachments:

% **Student Thesis Process Sample**

% **Thesis Statement Process**

| 1 hr and 30 mins | **PREPARING FOR WRITING**: Ability to begin linking reading results to writing task. | **ORGANIZED RESEARCH**
What evidence do you have that supports your thesis?
Using the "Organizing Evidence Document" in Google drive, find evidence to support your thesis statement. Use your annotated texts to locate evidence. | Students will be assessed on the research and evidence they provide on the template. Students will conference with teacher to assess the evidence together. | Students will use their annotated copies of the texts to organize their research to prepare for writing. Students will physically pull quotes and evidence to support their thesis statements. |

Standards:

W.7.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Additional Attachments:

% **Organizing Evidence Document**

Writing Process

| 1 hr and 30 mins | **ESTABLISHING THE CONTROLLING IDEA**: Ability to establish a claim and consolidate information relevant to task. | **HOT SEAT**
Why is your introduction important?
Review examples of strong and weak introductions. Consider what makes them strong or weak and write feedback for each. | Students will share their introduction aloud with the class and be provided feedback. Teacher will also read and assess introduction while providing feedback. | Students will read several examples of strong and weak introductions. They will evaluate these while providing the unknown writers feedback. They are essentially the teacher for a moment. Then students will write their own introductions and include their thesis statement. We will then present the introductions in a game of Hot Seat. One student at a time shares. Students offer positive feedback and three suggestions. Students will revise and submit an introduction to teacher for feedback. |

		Write your own introduction. Be sure you use a hook, your thesis statement, and a transition to the first body paragraph. After sharing with the class for feedback, consider any revisions you might need.		

Standards:

W.7.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

30 mins	**PLANNING THE WRITING**: Ability to develop a line of thought and text structure appropriate to an argumentation task.	**OUTLINE** How do I organize my essay? Create an outline for your essay. You will conference with one of your peers and me for feedback.	Students will provide their research document and introduction in a conference with a peer and teacher. Students must have a plan for creating the essay.	Each student will have conference with another peer and a teacher. We will discuss the students' research document and their introductions to outline their essay. During this time, other students will be engaged in a self-paced online reading program.
1 hr and 30 mins	**BODY PARAGRAPHS**: Ability to write an initial draft.	**ROUGH DRAFT** How do I explain and analyze in my writing? Using your outline write your initial draft in Google classroom. You should also sign up in Google classroom for conferences, as needed.	The students will be assessed during small group conferences throughout the writing process. No grade is assigned. Feedback is given.	Students will create their essay on a Google Doc through Google Classroom. This allows the teacher to have access to the progress at all times. Students will be writing in class. Before each day's writing begins, students will view actual student samples. We will begin each writing day with a focus. For example, we will evaluate how a student writer cited sources. Another will be analyzing how a student writer introduced the quotes and then explained them. Students may request one on one conferences at any point during class. There will be a share Google Doc that will have live sign ups. I will be constantly meeting with students. NOTE: Pacing is an estimate. It may take longer based on the needs of your students.
1 hr and 30 mins	**REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	**FEEDBACK AND REVISION** How do I improve my writing? I will be adding feedback on your Google doc. Carefully consider my feedback as you reread your essay to improve your line of thought, language usage, and tone. Be sure you have met the requirements of the task prompt and the needs of your audience.	Students will not be assigned grades during revision process. Students will be given feedback.	Through the shared Google Doc of their essay, I will be constantly adding comments and feedback using the technological features. I will be able to see the revision history throughout the process.

1 hr and 30 mins	**EDITING**: Ability to proofread and format a piece to make it more effective.	**CSI REVISION AND EDITING** How can I improve my writing? Today you will carefully reread your draft and read the drafts of your peers as you visit revising and editing stations. Offer constructive feedback so your essay will be free from distracting errors.	Students will be assessing each other's writings. Students will have guidelines and expectations for conducting peer editing sessions. Students are expected to eliminate errors that might impede communication with their audience. No formal scoring.	Students will enter a CSI decorated classroom for today's revision session. Students will visit stations for peer editing. Each station will have a focus for the peer to investigate within their essay. For example, there will be an interrogation room. The peer editor will only be focused on asking questions of the writer to help clarify unclear points in the essay. Another station will be the morgue. The editor will be searching for "Deadly" words in the essay.

Standards:

W.7.5 : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

1 hr and 30 mins	**FINAL DRAFT**: Ability to submit final piece that meets expectations.	**FINAL COPY OF ESSAY** Why should I publish my writing? Reread your draft a one more time to be sure you have met the "meets expectations" column of the LDC Informative Rubric. Submit your final draft in Google classroom.	Students will be assessed using the LDC Informative Writing Rubric.	Students will submit their final copy through Google Classroom. Students will be given feedback and learning target scores based on the LDC rubric.

Standards:

W.7.6 : Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Advanced

     % **Advanced Sample**

     % **Advanced 2 Sample**

Meets Expectations

     % **Meets Expectations Sample**

Approaches Expectations

     % **Approaching Expectations**

     % **Approaching Expectations 2 Sample**

Not Yet

     % **Not Yet Poe Sample**

Teacher Reflection

Students are incredibly engaged throughout this unit. From day one, Edgar Allan Poe grips their interest. The writing pieces at the end of the unit are always so passionate and full of analysis. The students are intrigued by Poe and feel ownership in their study of his works. Of all the writing and reading units I teach, this one tends to be the strongest. The final pieces do not disappoint. Even my struggling readers and writers tend to do very well. Their engagement level surpasses their weaknesses in reading and writing.