

9.2.1

Lesson 2

Introduction

In this lesson, students reread and analyze paragraphs 1 and 2 of the “The Tell-Tale Heart,” in which Poe introduces the narrator’s reason for killing the old man.

Students will explore how Poe begins to develop central ideas of obsession and madness through specific textual details. Additionally, students will continue to consider how point of view shapes the content and style of the text. Students will engage in an evidence-based discussion as well as complete a Quick Write to close the lesson. For homework, students will reflect on their initial reactions and questions from Lesson 1’s masterful reading and today’s close reading and write a paragraph in response to this prompt: Think back to your impressions of the story from Lesson 1. What do you know about the story now that you did not know before? Additionally, students will preview the next lesson’s text by annotating paragraph 3, using the annotation codes from Module 9.1.

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.
Addressed Standard(s)	
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> 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]”).

Assessment

Assessment(s)

The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing text evidence and analyzing key words and phrases) completed in the lesson.

- What central ideas emerge in paragraphs 1 and 2? Include specific details from the text in your response.

High Performance Response(s)

A High Performance Response may include the following:

- Poe begins to develop the central idea of madness in paragraph 1 by constructing a narrator who is mad. The narrator asserts that he is not mad, only nervous: “dreadfully nervous I had been and am; but why will you say that I am mad?” However, the evidence shows he is mad. He claims he has a “disease” that has heightened his senses, but this shows his madness because he says he “heard many things in hell.” He also continues to question the reader or unknown character about his madness, which makes his sanity seem questionable: “How, then, am I mad?” Additionally, he says that he will tell the story in a calm and healthy manner but he continues to exclaim at the reader, further revealing his unreliable mental health: “True!” and “Hearken!”
- Poe begins to develop the central idea of obsession in paragraph 2 by revealing the narrator’s sole reason for killing the old man. The narrator explains that he loves the old man and has no other reason to kill him except for the eye. The eye torments the narrator as the “eye of a vulture.” He “gradually” makes up his mind to take the “life of the old man” so he can be rid of the eye.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- hearken (v.) – listen; give heed to what is said
- vulture (n.) – a bird of prey

Vocabulary to teach (may include direct word work and/or questions)

- acute (adj.) – extremely sensitive even to slight details or impressions

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text</p> <ul style="list-style-type: none"> Standards: RL.9-10.2, CCRA.R.6, W.9-10.9.a Text: “The Tell-Tale Heart,” paragraphs 1 and 2 <p>Learning Sequence</p> <ol style="list-style-type: none"> Introduction to Lesson Agenda Homework Accountability Paragraph 1 and 2 Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 20% 55% 15% 5%

Materials

- Copies of Tips for Integrating Quotations Student Handout for each student
- Student copies of the Short Response Checklist and Rubric (refer to 9.2.1 Lesson 1)

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.
	Bold text (no symbol) indicates questions for the teacher to ask students.
	<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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.2. In this lesson, students will explore how Poe begins to develop central ideas in paragraphs 1 and 2. Additionally, students will continue to consider how point of view shapes the content and style of the text. Students

will engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

Activity 2: Homework Accountability

20%

Instruct students to talk in pairs about how they can apply their focus standard, RL.9-10.4, to their Accountable Independent Reading (AIR) text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Instruct students to take out their paragraph 1 and 2 annotation (Lesson 1 Homework) and do a Turn-and-Talk in pairs about the paragraph 1 annotation. Instruct the student pairs to discuss, based on their annotation, whether or not the narrator is mad.

🗨 Student annotation may include:

- Star near the word “nervous.” – The narrator admits he is very nervous and repeats this word twice. He is saying he is just nervous and not mad.
- Star near “sharpened my senses.” – The narrator says his senses are heightened from some “disease.” This is a reason for why he is not mad.
- Exclamation point near the quote, “I heard many things in hell,” – noting the narrator might be mad since he can hear things in hell.
- Star near the line, “Hearken! and observe how healthily – how calmly I can tell you the whole story.” – The narrator says he can tell the story in a calm and healthy way showing he is not mad.
- Star near the words “True!” and “Hearken!” – noting how he is exclaiming at the reader.

Instruct students to continue their discussions in pairs about paragraph 2 annotation.

🗨 Student annotation may include:

- Boxes around the words *conceived*, *vulture*.
- Exclamation point near the quote “It haunted me.” – Something is haunting the narrator.
- Question mark near “I loved the old man.” – If the narrator loved the old man, why would he kill him?
- Question near the line, “He had the eye of a vulture – a pale blue eye, with a film over it.” – Is something wrong with the old man's eye?

- Star near the line, “I made up my mind to take the life of the old man, and thus rid myself of the eye forever,” – noting the strangeness of wanting to kill someone because of their eye.

Activity 3: Paragraph 1 and 2 Reading and Discussion

55%

Explain that the focus of this lesson’s reading is to determine how Poe begins to develop central ideas in paragraphs 1–2.

① Teachers may want to review central idea before moving forward with this lesson. Central ideas were discussed in Module 9.1, Unit 2. If students would benefit from a review, ask students to consider the phrase “central idea” and share what they think it means.

🗨 Student responses may include:

- The main ideas of a text; the main topics; ideas that repeat
 - If students say “theme,” explain that theme can be what a piece of literature is about or what a text says about a subject. In this case, students will only be using the word “central idea” to describe the overarching ideas of the text.
- ▶ Students listen.

Introduce the Quick Write assessment (What central ideas emerge in paragraphs 1 and 2? Include specific details from the text in your responses.). Explain to students that this is the lesson assessment and the focus for paragraphs 1 and 2 reading.

- ▶ Students read the assessment and listen.

① Display the Quick Write assessment for students to see.

Explain to students throughout the discussion, they will stop and take notes about what has been discussed in preparation for this Quick Write assessment. Instruct students to take notes in their notebooks or add to their text annotation.

- ▶ Students listen.

Transition students to reading. Read aloud the sentence: “True!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad?” Instruct students to read along in their text.

- ▶ Students follow along, reading silently.

Ask students the following questions (possible student responses are shown below each question):

① Consider having the students discuss the questions in pairs before sharing out with the whole class.

What is “True!”?

- The narrator is confirming that he is “dreadfully nervous.”

What distinction is the narrator making between *nervous* and *mad*?

- He is saying that he is very nervous but not mad. According to the narrator, nervous is more acceptable than mad.
- ① If students struggle with this question, discuss the words *nervous* and *mad*. *Nervous* means highly excitable, uneasy or apprehensive while *mad* refers to madness meaning insane or mentally ill.

Remind students of the lesson assessment and how the evidence-based discussion supports that assessment.

- ▶ Students take notes in their notebooks or add to their text annotation.
- ① Consider modeling how to take notes on the previous discussion so students have guidance about what to write.

Read aloud “The disease had sharpened my senses—not destroyed—not dulled them” through “How, then, am I mad?”

- ▶ Students follow along, reading silently.

Ask students the following questions (possible student responses are shown below each question):

- ① Consider having the students discuss the questions in pairs before sharing out with the whole class.

What has happened to the narrator’s senses?

- Some “disease” has made them sharp; his hearing is extremely heightened.
- ① If students struggle with the meaning of *senses*, consider asking a scaffolding question: What “senses” is the narrator referring to and how do you know? (A human being’s five senses; the narrator talks about his “sense of hearing.”)

What evidence does the narrator give to show his hearing was *acute*?

- He says he heard things in the heavens, in the earth, and in hell.

What words (synonyms) could replace *acute* in this context?

- sensitive or sharp

What does his *acute* hearing reveal about the narrator?

- He is more than nervous. He may be insane. It is not humanly possible to hear things in heaven, in earth, and in hell.

Instruct students to take notes on the previous discussion in their notebooks or add to their text annotation. Remind students of the lesson assessment and how the evidence-based discussion supports the lesson assessment.

- ▶ Students take notes in their notebooks or add to their text annotation.
-

Instruct students to reread the line “Hearken! and observe how healthily—how calmly I can tell you the whole story.”

- ▶ Students reread silently.

Instruct students to write down the meaning of the word *hearken* (listen) on their copy of the text.

- ▶ Students write the meaning of the word *hearken*.

① *Hearken* is not a Tier 2/academic vocabulary word, but its meaning is integral to the story’s analysis as it reveals the narrator’s way of speaking and is referenced in a key moment later in the text.

What is the narrator telling the reader to do?

- He is telling the reader or unknown character to listen and watch as he tells the story.

How does the narrator speak to the reader in this excerpt?

- He exclaims or demands the reader should listen and watch how he tells the story.

Why does the narrator choose the words *calmly* and *healthily* when describing how he is going to tell the story?

- The narrator is assuring the reader that he is calm and healthy enough to tell the story and that he is not mad.

Instruct students to take notes on the previous discussion in their notebooks or add to their text annotation. Remind students of the lesson assessment and how the evidence-based discussion supports the lesson assessment.

- ▶ Students take notes in their notebooks or add to their text annotation.

Instruct student pairs to discuss and write central ideas they notice emerging in paragraph 1 in the margin of the text. Direct students to mark those places in the text with the code: CI (Central Idea). Remind students this will help them keep track of evidence they will be using later in the lesson assessment as well as the Mid-Unit and End-of-Unit Assessments, which focus on the development of

central ideas in the text. This focused annotation supports students' engagement with W.9-10.a, which focuses on the use of textual evidence in writing.

- ▶ Student pairs discuss and annotate their texts.

Ask student pairs to share out possible central ideas from their discussion.

- Student responses may include the following:
 - Madness, nervousness, contradiction

Instruct students to form pairs and reread paragraph 2.

- ▶ Student pairs reread paragraph 2.

Ask students the following questions (possible student responses are shown below each question):

① Consider having the students discuss the questions in pairs before sharing out with the whole class.

What “haunted” the narrator?

- Student responses should include: The idea of killing another man haunts him: “how first the idea entered my brain; but once conceived, it haunted me day and night.”

Why does the narrator decide to “take the life of the old man”?

- Because he wants to rid himself “of the eye forever.”

How does the narrator feel about the old man?

- The narrator says that he loves the old man and has no reason to kill him. He says that the old man has never insulted him or wronged him: “I loved the old man. He had never wronged me. He had never given me insult.”

How does the narrator describe the old man’s eye?

- Student responses should include the following: He describes the eye as “the eye of a vulture” “—a pale blue eye, with a film over it.” It makes him upset or frightened, “Whenever it fell upon me, my blood ran cold.”

① If students do not know what a *vulture* is, offer the word’s meaning: “a bird of prey”.

How does the eye affect the narrator?

- ▶ Student responses might include the following:

- It makes him want to kill the old man because he wants to rid himself of the eye: “I made up my mind to take the life of the old man, and thus rid myself of the eye forever.”
- He discusses how he has no other reason to kill the old man: “Passion there was none. I loved the old man.”
- The eye torments the narrator to the point that he must kill the old man: “Whenever it fell upon me, my blood ran cold.”

Instruct students to do a Turn-and-Talk in pairs and discuss what repeating ideas they notice in paragraph 2.

Are any of these ideas similar to those determined in paragraph 1?

- Student responses may include the following:
 - Repeated from paragraph 1: madness/insanity for being driven to murder because of an eye; this is also seen in his contradiction of loving the old man but willingness to kill him for his eye.
 - New to paragraph 2: obsession (plans to kill the old man solely because of his eye).

Have students write their central ideas on their text as they discuss in pairs.

① Record these ideas for all students to see and reference for the lesson assessment.

Activity 4: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

What central ideas emerge in paragraphs 1 and 2? Include specific details from the text in your responses.

Instruct students to look at their annotations to find evidence. Remind students to use the Short Response Checklist and Rubric to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

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

Remind students of the work they did in Module 1 around integrating quotes into written responses. Redistribute the Tips for Integrating Quotations Student Handout and instruct students to review it individually. Lead a brief review of how to integrate quotes.

- ▶ Students read.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text. See the High Performance Response at the beginning of this lesson.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reflect on their initial reactions and questions from Lesson 1's masterful reading and today's close reading. Then students write a paragraph in response to this prompt: Think back to your impressions of the story from Lesson 1. What do you know about the story now that you did not know before? Remind students to use the Short Response Checklist and Rubric to guide their written responses.

Additionally, instruct students to preview the following lesson's text by annotating paragraph 3 using the annotation codes from Module 9.1.

- ▶ Students follow along.

Homework

Think about your initial reactions and questions from Lesson 1's masterful reading and today's close reading. Then write a paragraph in response to this prompt: Think back to your impressions of the story from Lesson 1. What do you know about the story now that you did not know before?

Preview the following lesson's text by annotating paragraph 3 using the annotation codes from Module 9.1.

Tips for Integrating Quotations Student Handout

Step 1:

- Select a quotation you would like to integrate into your piece.
 - Sample: “by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye forever”

Step 2:

- Select a word, or several words, from that quotation that carry significant ideas.
 - Sample: “by degrees—very gradually,” “I made up my mind to take the life of the old man,” and “rid myself of the eye forever”

Step 3:

- Compose a sentence that includes those words and the point you want to make. There are several ways to do this:
 1. Write a complete sentence and use a colon to introduce the quote.
Sample: The narrator has a clear goal in killing the old man: “to rid [him]self of the eye forever.”
 2. Write a statement ending in *that* to introduce the quote.
Sample: The narrator reveals his madness and cold-bloodedness when he tells the reader that “[He] made up [his] mind to take the life of the old man.”
 3. Write a statement followed by a comma to introduce the quote.
Sample: The narrator explains calmly, “I made up my mind to take the life of the old man.”
 4. Insert short quotations into your own sentence.
Sample: Poe uses dashes to emphasize how the narrator “very gradually” decides to kill the old man.