9.2.1	Lesson 3

Introduction

In this lesson, students will read paragraph 3 of "The Tell-Tale Heart" closely from "Now this is the point" to "I looked in upon him while he slept." In this excerpt, the narrator details his methodical plan to murder the old man.

Students will be introduced to standard RL.9-10.5 and reread paragraph 3. Students participate in an evidence-based discussion, in which questions focus on Poe's structural choices, particularly his manipulation of time, and the effects of this manipulation as the reader waits to find out the narrator's objective. Additionally, students will continue to trace the continued development and refinement of central ideas in paragraph 3 through annotation. For homework, students will write a response to the following prompt: Using the evidence annotated in class today, how does Poe continue to develop and refine central ideas of madness and obsession in paragraph 3? Additionally, students will preview the following lesson's text by annotating paragraphs 4–7 using the annotation codes from Module 9.1.

Standards

Assessed Standard(s)	
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.
Addressed 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.
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* 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: • How does Poe manipulate (use) time in paragraph 3? What is the effect of Poe's manipulation (use) of time?
High Performance Response(s)
A High Performance Response may include the following: • Poe manipulates time through the narrator's repetition, which shows how slowly the narrator is moving: "I undid the lantern cautiously—oh, so cautiously—cautiously." He also slows down the pace of the narrator's movements at night to show how cautiously the narrator is moving, as opposed to the narrator's quick movements during the day: "And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him." He elaborates on the slow night movements for most of the paragraph to show how "cautiously" and "cunningly" the narrator is moving to execute his plan. • Poe's manipulation of time creates the effect of suspense because the narrator is moving so slowly and methodically. The narrator is seeking out the eye by trying to avoid disturbing the old man's sleep. This creates suspense because the reader knows as soon as the narrator sees the eye he plans to kill the old man: "for it was not the old man who vexed me, but his Evil Eye."

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• lantern (n.) – a transparent, usually portable, case for enclosing a light and protecting it from the wind or rain • hinges (n.) – movable joints or mechanism on which a door or lid swings as it opens and closes
Vocabulary to teach (may include direct word work and/or questions)
• foresight (n.) – knowledge of what will be needed in the future • cunningly (adv.) – cleverly or skillfully

• vexed (v.) – annoyed

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text • Standards: RL.9-10.5, RL.9-10.2, W.9-10.9.a • Text: "The Tell-Tale Heart," paragraph 3 **Learning Sequence** 1. Introduction to Lesson Agenda 2. Homework Accountability 3. Paragraph 3 Reading and Discussion 4. Quick Write 5. Closing	 1. 10% 2. 10% 3. 60% 4. 15% 5. 5%

Materials

- Student copies of 9.2 Common Core Learning Standards Tool (refer to 9.2.1 Lesson 1)
- Student copies of 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.
	Italicized text (no symbol) indicates a vocabulary word.
▸	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 standard for this lesson: RL.9-10.5. Tell students they will be focusing on Poe's structural choices in paragraph 3 of "The Tell-Tale Heart" through an evidence-based discussion. Students will also continue to trace the development of the central ideas of madness and obsession.

▸ Students look at the agenda.

Explain that students will begin working on a new standard: RL.9-10.5. Instruct students to individually reread the standard.

ⓘ Display standard RL.9-10.5.

▸ Students read standard RL.9-10.5 and assess their familiarity on the Unit 9.2 Common Core Learning Standards Tool.

Explain that it will be helpful to understand this standard by reflecting on a text previously read. Instruct students to reflect on the conclusion of "Romeo and Juliet" from Unit 9.1.3 in Module 9.1. Ask the following questions:

How did Shakespeare order events in the conclusion of "Romeo and Juliet"?

🗨 Student responses should include the following: Juliet fakes her death, Romeo finds Juliet unconscious, Romeo kills himself, Juliet awakens, and Juliet kills herself.

What is the effect Shakespeare creates by ordering events in this way?

🗨 Student responses may include the following: Suspense, because the reader knows Juliet is not dead but Romeo kills himself before she awakens.

How did Shakespeare manipulate (use) time in the conclusion of "Romeo and Juliet"?

🗨 While Juliet remains "dead," Romeo discusses whether or not he should kill himself for a lengthy amount of time.

What effect does Shakespeare's manipulation of time create?

🗨 Suspense or tension because the longer Romeo talks, the more likely Juliet will awaken and tragedy will be averted.

Instruct students that text structure regards sentence and paragraph length, repetition, and punctuation.

‣ Students listen.

Activity 2: Homework Accountability   10%

Ask students to volunteer their responses to the reflective writing homework from Lesson 2: 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?

‣ Students volunteer their responses to the Lesson 2 reflective writing homework.

🗨 Student responses may include the following: The narrator solely wants to kill the old man because of his eye. The eye is an obsession for the narrator. The narrator is mad, as revealed by his contradictions like exclaiming at the reader when he says he will tell the story "calmly" and "healthily."

Lead a brief whole-class discussion to ensure the responses are supported by the text and demonstrate understandings of key ideas.

_____

Instruct students to share their paragraph 3 annotation in pairs.

‣ Student pairs share their paragraph 3 annotation.

🗨 Student annotations may include the following:

o Star near the repetition of "you" – the narrator is speaking directly to the reader and wants to convince the reader that he is not mad.
o Boxes around the words: *dissimulation, foresight, cunningly, profound, chamber, lantern, vexed.*
o Exclamation point near "I was never kinder to the old man than during the whole week before I killed him" – the narrator is being overly kind to him; the narrator does not want the old man to suspect that he might be in danger.
o Star near the words "…closed, closed…thrust my head…" – the narrator chooses contrasting ways to describe his actions; he moves slowly, but then suddenly shoves his head into the doorway.
o Question in the margin – Why does the narrator laugh at the old man?
o Star near the word "madman" – the narrator continues to claim he is not mad.
o Star near the words "cautiously" – this shows how carefully the narrator is moving.
o Question mark near "…so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye." Why would an eye drive someone to commit murder? Why does the man keep saying he is not mad if he is willing to kill over an eye?

o   Star the line "…I went boldly into the chamber, and spoke courageously to him…" – the narrator exhibits no fear of the old man.

Activity 3: Paragraph 3 Reading and Discussion   60%

Introduce the Quick Write assessment (How does Poe manipulate (use) time in paragraph 3? What is the effect of Poe's manipulation (use) of time?) Explain to students that this is the lesson assessment and focus for today's reading.

▸ Students read the assessment and listen.

ⓘ Display the Quick Write assessment for students to see.

Read aloud from "Now this is the point. You fancy me mad" through "I was never kinder to the old man than during the whole week before I killed him." Instruct students to revise or add to their annotation as they analyze the text. Ask students the following questions:

ⓘ Consider having students discuss the questions in pairs before responding to the whole class.

How does the narrator distinguish himself from "madmen"?

🗨 The narrator sets up a contrast between himself and madmen: **"**Madmen know nothing. But you should have seen me." He uses the word "but" to show that he is not "mad." According to the narrator, he proceeded "wisely" and with "caution" and "foresight," so he is not mad.

How does the narrator demonstrate his *foresight*?

🗨 The narrator "was never kinder to the old man than during the whole week before" the murder.

In addition to context clues, which words do you recognize in *foresight* that help you to make meaning of this word?

🗨 Student responses should include references to the words *fore* and *sight*. Students may suggest that *fore* reminds them of *before*. The word *foresight* means "planning ahead or knowing what is needed for the future."

Instruct students to do a Turn-and-Talk in pairs about the following question:

What do you notice about the development of central ideas in this excerpt?

▸ Student pairs do a Turn-and-Talk about the development of central ideas in the excerpt.

Lead a share out of responses. Instruct students to annotate for central idea on their text during the share out, using the code CI. Remind students that they are beginning to identify textual evidence to be

used in the lesson assessment as well as the Mid- 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.

▸ Students share out their responses and annotate for central idea on their texts.

💬 Responses may include:

   o The narrator being kind to the old man before he kills him shows how mad he is: "I was never kinder to the old man than during the whole week before I killed him."
   o The narrator is still trying to prove he is not mad by addressing the reader and saying that he was not mad because he planned the murder: "You fancy me mad. Madmen know nothing. But you should have seen me."
   o The narrator executes his plan with "caution" and "foresight," showing his madness and obsession: "I proceeded—with what caution—with what foresight."

Instruct students to reread "And every night, about midnight, I turned the latch of his door" through "I undid it just so much that a single thin ray fell upon the vulture eye." Ask students the following questions:

ⓘ **Differentiation Consideration**: Have the students read in pairs.

ⓘ Consider having students discuss the questions in pairs before responding to the whole class.

Where does the narrator go "every night, about midnight"? What does the narrator see?

💬 The narrator goes to the old man's bedroom. He sees the old man "as he lay upon his bed."

How does the narrator explain what he does with the lantern?

💬 The narrator explains that he keeps the lantern "closed, closed" at first, and then he "cautiously—oh so cautiously—cautiously" opens the lantern to shine a "thin ray" on the "vulture eye."

ⓘ **Differentiation Consideration**: Explain that Poe uses words that were common when he was writing this story in 1843. Consider giving students the word meanings of *lantern (*"a transparent, usually portable, case for enclosing a light and protecting it from the wind or rain") and *hinges* ("movable joints or mechanism on which a door or lid swings as it opens and closes").

How does the narrator describe his movements in this excerpt?

- 💬 The narrator uses the words "gently," "cunningly," "slowly," "cautiously." He states that it took "an hour" to place his head into the room far enough so that he could see the old man in his bed.

Consider the words that describe the narrator's movements. Based on the meanings of these words, what might be some synonyms for *cunningly*?

- 💬 Some synonyms for *cunningly* are *cleverly, skillfully,* or *slyly*.

Why does the narrator move in these ways?

- 💬 He does not want to "disturb the old man's sleep." The narrator does not want the old man to wake up and see him.

What is the effect of Poe's use of repetition in this excerpt?

- 💬 Student responses may include: The repetition of words slows the pace of the narrator's retelling of the story, building suspense. The repetition of the words "slowly" and "cautiously" actually refer to the narrator's movements and show how methodically he is moving.

Tell students this question addresses the text structure as well as Poe's manipulation of time—both elements of RL.9-10.5. Instruct students to return to the text to annotate for evidence of Poe's structural choices, using the code SC.

Instruct students to do a Turn-and-Talk in pairs about the following question:

What do you notice about the development of central idea in this excerpt?

Lead a share out of responses. Instruct students to annotate for central idea on their text during the share out.

- ▸ Student pairs discuss the excerpt. Then they share out their responses and annotate for central idea on their texts.
- 💬 Responses may include:
  - ○ The narrator says the reader would have laughed to see how "cunningly [he] thrust" the light in showing how he thinks what he is doing is admirable, but he is going to commit murder; this reveals madness.
  - ○ The narrator takes an hour to place his head in the door. This shows his obsessive nature; he does not want to fail to see the eye.

    o   The narrator says "Ha! would a madman have been so wise as this" still trying to prove he is not mad. But his plan is showing how mad he is.

ⓘ Although RL.9-10.2 is not the assessed standard for this lesson, students should continue to trace the development of central ideas throughout the text as they read.

Instruct students to reread "And this I did for seven long nights" through "it was not the old man who vexed me, but his Evil Eye." Ask students the following questions:

What action takes place up to this point in paragraph 3?

🗨 The narrator visits the old man's bedroom (or "*chamber*") every night for seven nights around midnight. Each night, he opens the door "gently," and "slowly" puts his head into the room. He "cautiously" opens the lantern to try and see the old man's eye.

What is "the work"? Why is it "impossible" for the narrator to "do the work"?

🗨 The work is the murder of the old man. The narrator cannot kill him because the man's eye is always closed. The narrator is "vexed" by the old man's "Evil Eye," not by the man himself. The narrator cannot kill the old man if he cannot see the eye.

ⓘ If students struggle with this question, ask them to try replacing the word *vexed* with other, more familiar words until they find one that makes sense.

ⓘ Extension: Ask the following extension question: Why does Poe choose to capitalize Evil Eye?

    o   Poe's choice shows that the eye is its own entity and is separate from the old man; therefore, he can rationalize the killing.

Instruct students to do a Turn-and-Talk in pairs about the following question:

What do you notice about the development of central idea in this excerpt?

▸ Student pairs do a Turn-and-Talk about the development of central idea in the excerpt.

Lead a share out of responses. Instruct students to annotate for central idea on their text during the share out.

▸ Students share out their responses and annotate for central idea on their texts.

🗨 Responses may include:

    o   The narrator says that he cannot "do the work" of murdering the old man because the eye is closed. This shows the narrator's obsession with the eye.

- o   The narrator says the old man does not annoy him, only the eye. This shows madness and obsession because of his willingness to kill the old man for his eye.

Instruct students to reread from "And every morning, when the day broke, I went boldly into the chamber" to "just at twelve, I looked in upon him while he slept." Ask students the following questions:

ⓘ **Differentiation Consideration**: Have the students read in pairs for support.

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

How does the narrator describe his actions during the day?

- 🗩   The narrator went "boldly" into the old man's room, and "spoke courageously" to him "in a hearty tone."

Why does the narrator inquire "how [the old man] has passed the night"? What does this reveal about the narrator and his relationship with the old man?

- 🗩   The narrator asks about the old man's night because the narrator is the old man's caregiver. He pretends to be friendly and caring so that the old man does not "suspect that every night, just at twelve, [the narrator] looked in upon him while he slept."

Instruct students to mark on their text where the narrator explains his nighttime actions, and where he explains his daytime actions.

Ask students the following questions:

What is the pace of the narrator's actions at night?

- 🗩   The narrator moves slowly and cautiously: "I moved it slowly—very, very slowly, so that I might not disturb the old man's sleep."

What is the pace of the narrator's actions during the day?

- 🗩   The narrator moves quickly: "And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone."

What do you notice about how Poe uses the text to explain the narrator's actions at night and during the day?

- 🗩   Poe uses 14 lines (most of the paragraph) to slowly reveal the narrator's actions at night. He uses only 2 lines to reveal how the narrator acts during the day.

Instruct students to return to the passage to annotate for evidence of Poe's structural choices, using the code SC. Remind students that they are beginning to identify textual evidence to be used in upcoming assessments. This focused annotation supports students' engagement with W.9-10.a, which focuses on the use of textual evidence in writing.

Instruct students to do a Turn-and-Talk in pairs about the following question:

What do you notice about the development of central idea in this excerpt?

Lead a share out of responses. Instruct students to annotate for central idea on their text during the share out.

▸ Student pairs do a Turn-and-Talk about the development of central idea in the excerpt. Then they share out their responses and annotate for central idea on their texts.

🗩 Responses may include:

o The narrator acts friendly to the old man, even though he is going to kill him; this shows madness: "spoke courageously to him, calling him by name in a hearty tone."

Activity 4: Quick Write   15%

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

How does Poe manipulate (use) time in paragraph 3? What is the effect of Poe's manipulation (use) of time?

Remind students to use the Short Response Checklist and Rubric to guide their written responses.

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

▸ 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, students will write a response to the following prompt: How does Poe continue to develop and refine central ideas of madness and obsession in paragraph 3? Use the evidence annotated in class today. 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 paragraphs 4–7 using the annotation codes from Module 9.1.

> ▸ Students follow along.

Homework

Write a response to the following prompt: How does Poe continue to develop and refine central ideas of madness and obsession in paragraph 3? In your response, use the evidence annotated in class today and the Short Response Checklist and Rubric.

Preview the following lesson's text by annotating paragraphs 4–7 using the annotation codes from Module 9.1.