

# Getting to Know Poe, Shirley, and Prospero

A study of Author's experiences through Expression

A Unit Study by Erin Messersmith

Grades

7<sup>th</sup> and 8<sup>th</sup> grade Students-July 26, 2018

## Rationale

Why are the skills, content, and concepts presented in this unit important for students to learn?

## II

### Introduction

Rationale: The purpose of this unit is for students to gain a deeper appreciation of literature and the various nuances that encompass it by studying the works of authors whose work reflects their tumultuous lives. It is important that students understand the complexity and experiences that comprise these works, in terms of symbolism, figurative language, and themes. Too often, we are straying away from the classics due to the rigor of the texts and a perceived notion of students' lack of interest. My goal is to present these texts with the authors' fascinating life experiences entwined, which will ignite and enhance students' interest.

I feel that authors such as Edgar Allan Poe are too often dismissed as “creepy” or “depressing” or “macabre.” While it is true that his works do involve these elements, there are so many different layers of meaning to his works that are often ignored or undiscovered. Poe's work is a direct reflection of his life experiences; perhaps no other author has endured such tragedy stemming from the same ailment as tuberculosis. The loss of his mother, stepmother, and wife to the same disease, as well as the cruelty he experienced from the fathers in his life-father and stepfather- was the trigger for all of his writing. Once the students are exposed to an in depth analysis of Poe's life, they are able to do close readings of his works and make connections and discover meanings that are not random. Everything in Poe's work is there for a reason. Students learn the allegory in “The Masque of the Red Death” of tuberculosis and the symbolism of Greek mythology and Poe's struggle with Christianity in “The Raven” and “Annabel Lee,” just to name a few. This analysis leads students to not only a deeper understanding of classic literature, but appreciation of it as well.

Shirley Jackson's writing reflects the paradox of her life- that of wife and mother while also a troubled woman who endured a difficult upbringing and a perpetual interest in the cynicism and cruelty of society. She has written humorous classics such as “Charles,” but “The Lottery” remains the work that she is most remembered for. Students have expressed that this is the scariest story they have ever read and the horror of it is only truly revealed when read through a second time. There, students realize the selfishness and horrors of the townspeople, willing to sacrifice their own children to save themselves. Very often, this story is read but the depth of the writing and connection to Jackson's life

is overlooked. Here, students will connect her beliefs in humanity, her commentary on current events at the time of her writing it (Draft, Holocaust, World War II), and the religious symbolism she uses in the story with names and the black box. Students learn that the town is a product of their experiences and their actions of human sacrifice reflect that just as Jackson's writing is a reflection of her experiences and beliefs.

In conclusion, this unit will enhance students' research, reading, and writing skills. They will work collaboratively to determine literary elements and will create products that reflect their own close reading and analysis of complicated texts. Using their knowledge of the authors' background, the students will be critical readers from this unit onward and endeavor to make deeper connections with a text. As a result, they will become stronger readers and will not shy away from rigorous texts in the future, but rather relish the opportunity to tackle them.

## Differentiation

What elements of this unit make it particularly beneficial or appropriate for gifted learners? (Be sure to discuss the dimensions of differentiation: Content, Process, Product, and Learning Environment AND the features of differentiation: Complexity, Challenge, Depth, Creativity, and Acceleration)

### Differentiation for Gifted Learners

This unit was created with the gifted middle school child in mind. In terms of the **content**, the rigor of the texts ranges from ninth-eleventh grade. We will be utilizing complex readings of “The Raven,” “The Lottery,” “The Masque of the Red Death”, and “Annabel Lee” without annotations. There is very rich and complicated vocabulary, some of which are obsolete words from the 19<sup>th</sup> century.

The **process** involves students finding the definition of these words on their own and/or utilizing context clues to discover the meaning. Students will also read complex biographies of the authors and conduct research to make connections to the text with their understanding of figurative language, tone/mood, theme, and symbolism. Therefore, it is critical that students are experts in these concepts and are able to identify them. In terms of acceleration, a gifted child is often bored with the repetition of defining these terms and the simplistic examples which are given in class. Hence, there will be a brief review and then these students will be on their own to discover these literary elements, while the regular education students would be given annotated texts and texts that are less complex. There would also be more examples of the literary terms and teacher guidance for regular education students. Gifted students will work cooperatively together and discuss in depth through instructional methods such as Socratic seminars, Bruner model, and Questioning the significance of their findings in terms of connecting the authors’ and characters’ experiences through expression and actions.

The **products** involve a range of projects that allow for complexity and creativity. Each one reflects the essential understanding that experiences reflect experience. The students are asked to make predictions about future texts from the authors they are studying and write samples which reflect those predictions; they take on the role of a critic and, through stations, write a critique of Poe’s work utilizing their knowledge of Poe, symbolism, tone, mood, and theme; they create masks for a simulation of the masked ball in “The Masque of the Red Death” in which their creation must contain literary elements we have studied which reflects the students’ own personal experiences. Students are allowed to be

as creative as possible, utilizing glitter, feathers, beads, colored paper, etc. They will wear their masks against an ominous palace backdrop representing that in “The Masque of the Red Death.”

### Population of Gifted Students for this Unit

This unit was designed with two types of gifted middle school students in mind—students who are voracious readers and students who are reluctant readers. This may seem odd, but I believe that this unit has goals, texts, and activities that will enhance the learning of both types of students. The enthusiastic reader is one whose socioeconomic level varies, but constantly has a book in his/her hand. This student is probably caught reading a book when he/she is supposed to be reading something else. He/she tends to be shy with peers and the teacher, but participates in book clubs and opens up when discussing books. Therefore, he/she may be perceived as different or eccentric due to his/her great intellect and reticence, and tends to like only one type of genre. He/she excels in achievement tests, but classwork is often careless. A student such as this is not a behavior problem, but may rush through work so that he/she can get back to his/her book. The student is often bored with the material read in class and the elementary activities that encompass them. The student loves his/her book club because it allows for him/her to delve deep into the texts and discuss the features of the books with students who are as intellectual and interested as he/she is.

The other student is extremely gifted, but does not work to his/her potential. The student often claims to hate reading, but is very engaged when he/she finds the right book. However, he/she is also frequently bored with the material read in class and does the bare minimum to get by. He/she scores well on achievement tests such as the EOGs, but scores poorly on material he/she needs to study for. He/she tends to be of high socioeconomic status and his/her parents are concerned by the lack of effort on the student’s part. The student is very social and popular, and engaged in many extracurricular activities which he/she prioritizes over his school work. He/she is not really a discipline problem, but tends to be off task when with peers or when bored.

This unit involves material that is meant to enhance the knowledge and social skills of both these types of students. First of all, the material itself is engaging, as students find Poe creepy and his poems rhyme so cleverly, not to mention his

interesting life in which he married his thirteen year old cousin. “The Lottery” is shocking and students excitedly pick up on things they missed the first time. The two types of students will work together in groups and research and analyze the literary elements. The students are allowed to be critics whereby they write critiques and this further allows for the social student to read the critique aloud to the whole class and the quiet student to apply his strength of intellect, vocabulary, and critical thinking in the writing of the critique. Students need movement and stations allow for the students to work together in an environment that is comfortable for both, and take on tasks in the group that are suitable to their strengths and likes. However, as they move through the unit, the hope is that the reluctant reader will have an appreciation and understanding of complex texts which will change his attitude towards reading and the enthusiastic reader will have had the opportunity to discuss books with others that he/she would not ordinarily do so and become more confident in participation. By the time we reach the culminating activity of creating masks and enacting the masked ball, each student will have gleaned knowledge from one another, as well as establishing a social bond.

# Goals and Outcomes

## Content Goal

Goal 1: To develop understanding and meaning of the literary elements (figurative language, symbolism, themes, tone/mood, allusion) in fiction, informational text, and poetry

## Outcomes

*Students will be able to...*

1. Define, identify, and describe literary elements in the given poetry and prose texts
2. Describe the significance of the literary elements to the author and the overall text
3. Compare and contrast the tone/mood and theme of poetry describing different experiences in the author's life.
4. Examine how the characters' actions and behaviors in the texts reflect their own experiences

## Process Goal

Goal 2: To develop and utilize close reading skills to analyze fiction and nonfiction

## Process Outcomes

*Students will be able to:*

1. Make connections between authors and texts
2. Research authors and texts to gain further understanding
3. Utilize evidence to support predictions, assertions, and inferences
4. Identify and describe common themes in different texts

## Concept Goal

Goal 3: To understand the relationship between experience and expression



## Concept Outcomes

*Students will be able to:*

1. Analyze how experience shapes people
2. Examine how an author's experience impacts his/her work
3. Analyze how their (students) own experiences have been reflected in their expressions.
4. Create a creative representation of their own experiences using their knowledge of literary elements

## Connections to Common Core Language Arts-Grade 8

### **Key Ideas and Details**

#### CCSS.ELA-LITERACY.RL.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.

#### CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

#### CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### **Craft and Structure:**

#### CCSS.ELA-LITERACY.RL.8.4

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

#### CCSS.ELA-LITERACY.RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

## Assessment Plan

What evidence will show that students understand? Describe formative assessments and summative assessment (performance task) that will be used to monitor student progress in meeting established goals throughout unit. Include student work samples (copies and/or photos) that demonstrate student content knowledge, skill development, and understanding of the unit's concept.

### Assessments

#### Lesson 1-Questioning

**Formative:** I will give the students a literary terms test to assess their knowledge of theme and how to identify it, symbolism, elements of plot, tone/mood, connotations and denotations. Using this data, I will teach whatever concepts students may need clarification or instruction on.

#### **Summative:**

The town commits murder in "The Lottery" and is now on trial. All will be executed if they are found guilty. No one disputes that the town committed the murder, and you have been hired to defend the town. How would you defend them to the court? In a two paragraph opening statement, write a justification for the towns' actions. You must be as convincing as possible and use the text and your own analysis in your statement.

The teacher will give students a sample opening statement and discuss its attributes with the class.

#### Lesson 2-Bruner/ Role of a Critic

**Formative:** Lottery Critique

**Summative-** Group critique

Students will rotate in stations and analyze and transcribe "The Raven's" tone/mood, symbolism, theme, figurative language. Then, using the knowledge they gained from the clip and discussion of what a critic does, they will write a critique together of "The Raven" encompassing their knowledge and analysis of the literary elements and of Poe's life experiences.

## **Lesson 2 Station Notes Sample**

### **Lesson 2 Work Sample Lottery Critique**

#### Lesson 3-Kohlberg's Stages of Moral Development

Formative- Introduction to a moral dilemma-Alice's Dilemma

What should she do with found money? How will her experiences shape her expression (what she decides to do)

Summative: Exit Ticket

Students will complete an exit ticket in which they must analyze what Poe is saying about human morality through "Masque of the Red Death."

### **Lesson 3 Dilemma Work Sample**

### **Lesson 3 Exit Ticket Summative Sample**

#### Lesson 4-Socratic Seminar

Formative:

After reading "Annabel Lee," students will answer: How did Poe's experiences after Virginia's death reveal that his cathartic expressions were ultimately unsuccessful?

Why have experiences with grief inspired brilliant expressions from writers when joyful experiences seldom do?

Summative: Students will create two original, short poems which reflect the anger/disbelief stage of grief and a poem which expresses a catharsis using the literary devices used in the lesson.

Performance Task: You have been invited to be a guest at the most exclusive ball in town-Prince Prospero’s Mask Ball! As a guest at Prince Prospero’s Masque of the Red Death, you will create a mask which illustrates and exemplifies an expression of your experiences. Your audience is fellow guests and Prospero himself! Your mask should express your experiences through the literary devices we have studied-tone, mood, plot, imagery, symbolism. A successful creation will be colorful and creative and also express to your fellow party guests the essence of what experiences has made you who you are! It can be any kind of experience-your experience this week- other experiences, whatever. You will have an array of ornaments to use to express your experiences-feathers, beads, glitter, etc. Then we will count down to midnight to await the appearance of...the Red Death!!!

### Rubric for Performance Task:

#### Making A Mask : A Reflection of Your Experience

Teacher Name: **Ms. Messersmith**

Student Name: \_\_\_\_\_

#### CATEGORY

4

3

2

1

#### Score

#### Details

Mask details are all easily viewed and identifiable from across the classroom.-4

Most mask details are easily viewed and identifiable from across the classroom-3.

Most mask details are easily identified when the mask is seen close-up.-2

Many mask details are too small or are not clear.-1

## **Time and Effort**

Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.-4

Class time was used wisely. Student could have put in more time and effort at home.-3

Class time was not always used wisely, but student did do some additional work at home.-2.

Class time was not used wisely and the student put in no additional effort.-1

## **Attractiveness/Craftmanship**

The mask shows that the creator was took great pride in his/her work. The design and construction look carefully planned. The item is neat (free of unwanted bumps, drips, marks, and tears)-4

The mask shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from the overall look.-3

The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), that detract from the overall look.-2

The mask looks thrown together at the last minute. It appears that little design or planning was done. Craftmanship is poor.-1

## **Symbolism-Experiences**

The mask contains many examples of symbolism that are logically a reflection of the creator's experiences-4

The mask contains a few examples of symbolism that are logically a reflection of the creator's experiences-3

The mask contains a few examples of symbolism, but they are not logically a reflection of the creator's experiences-2

The mask contains no examples of symbolism and is in no way a reflection of the creator's experiences-1

**TEACHER NAME**

Erin Messersmith

**GRADE LEVEL**

7-All Gifted Classroom

**NC CURRICULUM STANDARDS****CCSS ELA-Literacy 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.

**CCSS ELA-Literacy 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.

**CCSS ELA-Literacy RL 7.3**

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

**CCSS ELA-Literacy RL 7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings

**CONCEPT**

Experience

**ESSENTIAL UNDERSTANDING**

Experience impacts expression

**ESSENTIAL QUESTION**

How does experience impact expression?



### **CRITICAL CONTENT - Students will know that...**

an author's personal experiences influence his/her expression (writing) through:

theme

symbolism

plot

character

### **PROCESS SKILLS - Students will be able to...**

- identify, explain, and infer how an author's life experience shaped her beliefs
- infer the connection and significance between an author's experiences and the theme she conveys in a text
- infer the connection and significance between an author's experiences and the symbolism she conveys in a text
- infer the connection and significance between an author's experiences and the plot/characters in the text
- explain and infer how the characters' experiences impacts their actions

### **MATERIALS**

"The Lottery" text, three handouts

## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ol style="list-style-type: none"> <li>1. What does the word "lottery" mean to you?</li> <li>2. How would the experience of winning the lottery impact your life?</li> <li>3. In what ways has your personal experience impacted you?</li> <li>4. How have you expressed your personal experiences</li> <li>5. What did those experiences reveal about you?</li> <li>6. How could someone identify your personal experiences in your work without you explicitly stating what they are?</li> </ol>	<ol style="list-style-type: none"> <li>1. What conclusions can you draw about the townspeople's daily life? Defend your conclusions with evidence and your own analysis.</li> <li>2. Can you predict what the "lottery" actually is? Support your answer with clues from the text?</li> <li>3. After reading "The Lottery," what are some predictions you could make about what we will read in her biography?</li> <li>4. How can you justify the predictions you made about Jackson with textual evidence from "The Lottery"?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why does this story require a second reading to truly comprehend its characters and theme?</li> <li>2. How are the characters' life experiences essential to the plot of the story? Describe using textual evidence.</li> <li>3. What is a theme you could generate from the story that encompasses characterization, plot, and Jackson's biography? Make sure you cite textual evidence to support your answer.</li> <li>4. Identify and describe any symbols in the story. How would you rank which ones you think most contribute to the theme of the story and reflect Jackson's life experience?</li> <li>5. The town commits murder in "The Lottery" and is now on trial. All will be executed if they are found guilty. Imagine that you and your partner have been hired to defend the town. How would you defend them to the court in a two paragraph opening statement? You must be as convincing as possible and use the text and your own analysis in your statement.</li> </ol>

## PLANNED LEARNING EXPERIENCES

Engage: As students enter the classroom, the teacher will have them pick a crumpled piece of paper out of a basket. All but one of the crumpled pieces are blank except for one, which has a black dot on it. The teacher will ask the students who has the paper with the black dot. The teacher will announce that this student has "won the lottery."

Teacher asks:

- 1. What does the word "lottery" mean to you?**
- 2. How would the experience of winning the lottery impact your life?**

Students will discuss their answers and agree that winning the lottery would be one of the best things that could happen to them. The teacher will explain that we will be reading a story about a lottery by an author named Shirley Jackson. The teacher then asks the students to answer the following questions on a separate sheet of paper:

- 3. What does the word experience mean to you?**
- 4. In what ways has your personal experience impacted you?**
- 5. What did those experiences reveal about you?**
- 6. How could someone identify your personal experiences in your work without you explicitly stating what they are?**

After an appropriate amount of time, the students will volunteer answers describing their personal experience and how it has been reflected in their work, without being explicitly revealed.

Explain: The teacher will then pass out Preview Questions for "The Lottery." The questions include an excerpt which describes the actions of the characters. After reading the excerpts, the students are asked to describe what they have learned about the townspeople based on the excerpt. Students will cite dialogue and actions to support their descriptions.

Student answers should state that the townspeople do not seem worldly or educated and seem very primitive.

Students will offer answers that should state that they live a rural existence and that they are farmers who live in a small town.

Teacher then passes out the entire text of "The Lottery." Students are asked to read the first two paragraphs which describe the town getting ready for the lottery and the setting of the text.

Teacher then asks:

- 7. What inferences can you draw about the townspeople's experiences? Defend your conclusions with evidence and your own analysis.**
- 8. Based on our reading of the townspeople's experiences, can you predict what kind of lottery that this is? Support your answer with clues from the text.**

Students should answer that the lottery is not like what we think of, as it does not seem like a good thing. They will cite the reluctance of the children to gather, etc.

Students will then read the text silently and then discuss with a partner. The teacher has instructed them to read the text in its entirety first.

After students have read the text, the teacher will ask:

**9. How are the characters' life experiences essential to the plot of the story? Describe using textual evidence.**

**10. After reading "The Lottery," what are some predictions you could make about what we will read about author, Shirley Jackson's experiences?**

**11. How can you justify the predictions you made about Jackson with textual evidence from "The Lottery"?**

Students will offer responses that suggest Jackson liked horror, experienced violence, etc.

Elaborate: Teacher passes out a biography reading on Shirley Jackson. The teacher states:

- As you read, highlight words and phrases that you would argue influenced her to write "The Lottery."

Teacher gives students time to read, highlight, and discuss their findings with a partner.

Students will then share out what they highlighted. Answers should include the essence of the following: The biography of Jackson describes her as a writer who had a difficult upbringing and used books to escape. She particularly liked horror and science fiction and had a "particular talent for the bizarre, a creator of psychological thrillers." It describes Jackson's stories as "masterful in suspense" and that Jackson herself was "pessimistic about human nature, believing humankind is more evil than good." The biography also discusses how Jackson tends to have "weak or malignant characters" in her writing and that her characters lack capacity to reason or act upon moral convictions and act with callous disregard for others." These assertions will allow students to see the influence Jackson's experiences had in the plot/characters/theme in "The Lottery.

Students will then be asked to read "The Lottery" a second time. Teacher will give students time to read a second time.

Evaluate: The teacher will have students get with a partner and will students will answer these questions following Jackson's biography which pose the following:

**12. Why does this story require a second reading to truly comprehend its characters and theme?**

**13. What is a theme that Jackson expresses that encompasses characterization, plot, and Jackson's biography? Make sure you cite textual evidence to support your answer.**

**14. Identify and describe any possible symbols in the story. How would you rank them in terms of which ones you think most contribute to the theme you generated and reflect Jackson's life experiences?**

Students will discuss, analyze, and comprise answers together.

Students will present their answers. Then teacher will give them a summative assessment.

## ASSESSMENTS

Formative: I will give the students a literary terms test to assess their knowledge of theme and how to identify it, symbolism, elements of plot, tone/mood, connotations and denotations. Using this data, I will teach whatever concepts students may need clarification or instruction on.

Summative:

**15.** The town commits murder in "The Lottery" and is now on trial. All will be executed if they are found guilty. No one disputes that the town committed the murder, and you have been hired to defend the town. How would you defend them to the court? In a two paragraph opening statement, write a justification for the towns' actions. You must be as convincing as possible and use the text and your own analysis in your statement.

The teacher will give students a sample opening statement and discuss its attributes with the class.

# DIFFERENTIATION

## CONTENT

The story contains very advanced vocabulary that will be challenging for 8th grade gifted students. I would tier this lesson for students who may need more assistance by defining some terms/concepts beforehand.

## PROCESS

The Lottery contains very advanced vocabulary. Some students may have difficulty understanding the text due to this, so I will have some of the more challenging words/concepts defined for them.

## PRODUCT

## LEARNING ENVIRONMENT

**TEACHER NAME**

Messersmith

**GRADE LEVEL**

7

**NC CURRICULUM STANDARDS****CCSS ELA-Literacy 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.

**CCSS ELA-Literacy 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.

**CCSS ELA-Literacy RL 7.3**

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

**CCSS ELA-Literacy RL 7.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings



**CONCEPT**

Experience

**ESSENTIAL UNDERSTANDING**

Expression reveals Experience

**ESSENTIAL QUESTION**

How does expression reveal experience?

### **CRITICAL CONTENT - Students will know that...**

Students will know that an author reflects his/her experiences in their written expression.

Students will [know](#) that an author utilizes tone, mood, theme, imagery, and symbolism to reveal his/her experiences

Students will [know](#) that the role of a critic allows him/her to predict, infer, and analyze an author's experiences through the author's expression

### **PROCESS SKILLS - Students will be able to...**

assume the role of a critic and analyze an author's written expression

predict, infer, and analyze what the author's experiences have been through the author's expression

utilize tone, mood, theme, and symbolism to create a critique describing how author's expression is revealed through experience

### **MATERIALS**

Youtube clip of critique of The Lottery, chart paper, "The Raven" poem, Biography video-"The Mystery of Poe"

## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<p>What does a critic do?</p> <p>How does a critic evaluate an author's expression?</p>	<p>How does Shirley Jackson reflect her experiences in her expression, "The Lottery"?</p> <p>How are the characters in "The Lottery" an expression of their experiences?</p> <p>What is a critic and what kinds of things would a critic be able to predict or infer about an author's experiences based on his/her expression?</p> <p>How would a critic be able to predict/infer an author's experiences through the author's expression?</p> <p>How can we identify Poe's experiences in "The Raven"?</p>	<p>In your role as a critic, how did you use mood, tone, symbolism, and theme to predict/infer/ and analyze Poe's life experiences?</p> <p>Based on your reading of "The Raven," what does it reveal about Poe's experiences?</p> <p>In your role as critic, which elements were most useful to you in identifying Poe's experiences through his expression?</p>

## PLANNED LEARNING EXPERIENCES

Engage: Students will walk in and see the question "What does a critic do?"

What is a critic?

Teacher will write student answers on the board.

Explore: Yesterday, we read "The Lottery."

Teacher will then show a you tube clip: of a "The Lottery" <https://www.youtube.com/watch?v=WDgKGolcO1Y>, critique which discusses experiences in terms of conformity. Teacher will ask "How does a critic evaluate expression"?

The teacher will ask:

1. How they would critique "The Lottery" if they were a critic?

Students should make reference to her biography that we read and the plot of "The Lottery" itself. Her negativity and harsh beliefs about human nature are reflected in her characters' selfish natures and their agreement to participate in the lottery. Students should discuss that the characters are ignorant and probably never left their town. Thus, their belief that they must partake in "The Lottery" reflects their lack of experiences.

Then teacher will hold up a picture of Edgar Alan Poe and a copy of his poem, "The Raven."

Teacher asks next question on handout:

2. How can we identify Edgar Alan Poe's experiences from "The Raven"? Answers should include that a critic would have information on an author's background and analyze his/her work by identifying tone/mood words, possible symbolism, imagery, and what themes could be discerned from the the text.

Explain: Teacher then tells the students that they are going to act like critics. Teacher will then have the class divided into learning centers. Each center will contain a copy of the poem. Students will rotate in groups and at each center, assess a different literary device: tone/mood words, symbolism, and theme of each excerpt reveals about possible experiences Poe has had.

Elaborate: After they have completed all the rotations, as a group they will write a critique of "The Raven."

. The teacher will then ask post-lesson questions:

5. In your role as a critic, how did you use mood, tone, symbolism, and theme to predict/infer/ and analyze Poe's life experiences?

6. Based on your reading of "The Raven," what does it reveal about Poe's experiences? Students will share out their critiques

7. In your role as critic, which elements were most useful to you in identifying Poe's experiences through his expression?

Evaluate: The teacher will read "The Raven" in its entirety and show the students a documentary of Edgar Alan Poe. Students will see how accurate their predictions about his life experiences were.

## ASSESSMENTS

Formative- Group critique

## DIFFERENTIATION

### CONTENT

Content- Students will be given an abridged form of "The Raven" with more vocabulary and complex terms defined for them.

### PROCESS

### PRODUCT

### LEARNING ENVIRONMENT

**TEACHER NAME**

Messersmith

**GRADE LEVEL**

7-8

**NC CURRICULUM STANDARDS**

CCSSELA 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.

CCSSELA RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text.

CCSSELA RL 7.4 Determine the meaning of words and phrases as they are used in a text-including figurative and connotative meanings.

**CONCEPT**

Expression

**ESSENTIAL UNDERSTANDING**

Expression reveals experience

**ESSENTIAL QUESTION**

How does expression reveal experience?

### **CRITICAL CONTENT - Students will know that...**

1. authors express their experiences through poetry
2. authors utilize literary devices (figurative language, imagery, sound devices, and symbolism) to convey their experiences through poetry.
3. The speaker in "Annabel Lee" and "The Raven" represent Edgar Allan Poe
4. Poetic expressions use figurative language, imagery, sound devices, and symbolism to reveal experiences that convey grief
5. "Annabel Lee" and "The Raven" convey Poe's experiences with the different stages of grief for Virginia
5. Poe wrote "Annabel Lee" as a cathartic experience to recover from grief

### **PROCESS SKILLS - Students will be able to...**

1. understand and explain how an author's life experiences with grief influences his/her work
2. identify, analyze, and explain how an author conveys expressions of grief
3. identify, analyze, and explain how an author conveys a cathartic experience
6. create a poem which represents a cathartic experience

### **MATERIALS**

1. "Annabel Lee" text and "The Raven" text
2. "Annabel Lee" and "The Raven" Annotation/Literary Devices Graphic Organizer
3. Grief Stages handout
4. Socratic Seminar Question Stems

## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<ol style="list-style-type: none"><li>1. What are things we do when we are grieving?</li><li>2. When you have experienced grief, what are some things you did to recover from it?</li><li>3. How is recovery from grief a process or involve stages?</li><li>4. What is a catharsis?</li><li>5. How does someone express a cathartic experience?</li></ol>	<p>Both "The Raven" and "Annabel Lee" involve the death of a loved one and utilize literary devices we have discussed before. How does the impact of the devices used in "Annabel Lee" differ from the impact of "The Raven"?</p> <p>How do these literary devices connect to our understanding of the purpose of "Annabel Lee"? How do the literary devices in "The Raven" and "Annabel Lee" reveal Poe's expression of grief and catharsis?</p>	<p>How did Poe's experiences after Virginia's death reveal that his cathartic expressions were ultimately unsuccessful?</p> <p>Why have experiences with grief inspired brilliant expressions from writers when joyful experiences seldom do?</p>



## PLANNED LEARNING EXPERIENCES

Engage and Connect: As part of a quick write activity, two quotations and two pre-reading questions will be on the LCD projector as students enter the classroom. Students will be asked to read the following quotations:

"Don't cry because it happened; smile because it is over."- Dr. Seuss

"Grief is like the ocean-it comes in waves, ebbing and flowing. Sometimes the water is calm; sometimes it is overwhelming. All we can do is learn to swim."- Vicki Harrison

Students will be asked to do a quick write about what they do to cope with difficult experiences. After students have written in their journal, students will offer answers regarding grief and their own experiences.

Explore: Teacher will pass out handout that illustrates the different stages of grief. Discussion will entail that grief is not a single stage, but rather a process. Teacher will then ask the remainder of the pre-reading questions:

4. What is a catharsis?

5. Which stage of grief might someone express a cathartic experience?

5. How does someone express a cathartic experience?

Students may offer answers regarding catharsis. Since most will not be familiar with the term, the teacher will allow them to utilize a dictionary to look up the definition. Students will understand that a catharsis is a way to purge oneself of grief or pain through expression. The teacher will then ask the students to give examples of how one would express a cathartic experience. The teacher will ask the students to share their own cathartic expressions.

Explain: The teacher will then pass out copies of the poem "Annabel Lee." The teacher will read "Annabel Lee" aloud to the class once, but will give no further explanation. The teacher will then pass out copies of a timeline of tragic events in Edgar Allan Poe's life and copies of "The Raven." Students are already familiar with "The Raven" from lesson 2. The teacher will then tell students that they are going to analyze how the experiences in the timeline affected the way Poe expresses emotions in "Annabel Lee" and "The Raven."

The teacher will instruct the students to underline words and phrases in each poem that identify expressions of the stages of grief. Students will highlight the stages in different colors. Based on their highlighting, the students will also be asked to generate three questions which will be used in a Socratic Seminar.

Elaborate: The teacher will then explain that the students will be conducting a Socratic Seminar. The teacher will then give the students question stems that will be used to model and begin the seminar:

The teacher, as moderator, will tell the students to begin with their questions.

Students will share out their analysis

Students will determine that "The Raven" and "Annabel Lee" reflect Poe during different stages of grief for his wife-"The Raven" reflects Poe's anger and disbelief and "Annabel Lee" is mostly Poe's acceptance of her death. Poe intended "Annabel Lee" to be a cathartic experience.

Evaluate: Afterwards, students will be given an exit ticket in which they will be asked:

How did Poe's experiences after Virginia's death reveal that his cathartic expressions were ultimately unsuccessful?

Why have experiences with grief inspired brilliant expressions from writers when joyful experiences seldom do?

## ASSESSMENTS

Formative: Students will turn in the feedback form as their "Exit Ticket" formative assessment.

Teacher will read and evaluate for understanding/need for reteaching.

Summative: Students will create two original, short poems which reflect the anger/disbelief stage of grief and a poem which expresses a catharsis using the literary devices used in the lesson.

# DIFFERENTIATION

<b>CONTENT</b>

<b>PROCESS</b>
Students who may struggle with writing poetry will be given additional examples of poems which reflect grief and catharsis. The teacher will also give these students poetry line stems to help them write their poems.

<b>PRODUCT</b>

<b>LEARNING ENVIRONMENT</b>

**TEACHER NAME**

Messersmith

**GRADE LEVEL**

8

**NC CURRICULUM STANDARDS**

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CONCEPT**

Expression

**ESSENTIAL UNDERSTANDING**

Expression Reveals Experience

**ESSENTIAL QUESTION**

How does expression reveal experience?

**CRITICAL CONTENT - Students will know that...**

Morality is one's sense of right and wrong

Our expression of morality is shaped by our experiences.

Characters are a reflection of an author's experiences.

An author's beliefs and expressions of them are shaped by his/her experiences

**PROCESS SKILLS - Students will be able to...**

identify and analyze how an author conveys his/her experiences through the expressions of his/her characters

infer an author's beliefs about human morality through the author's expression

infer what experiences in an author's life shaped his/her beliefs about human morality

**MATERIALS**

"Extra Change" dilemma scenario sheet, "The Masque of the Red Death" short story, questions, and exit ticket

## GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
<p>What is morality? Is it clear what is moral and what is not? How does a person's experiences impact their expression of morality?</p>	<p>What moral dilemma does Alice face? Who will be impacted by Alice's expression (decision)?</p> <p>What experiences that Alice has had might impact her expression (what decision she makes)?</p> <p>What does Prospero's expression (sealing the doors of his castle shut to keep out the plague) reveal about his experiences?</p> <p>How has Prospero's experiences shaped his morality (expression)?</p> <p>What experiences morally justify his expressions of sealing the castle? What experiences do not morally justify sealing the castle?</p> <p>What experiences would impact the morality of Prospero's expression?</p> <p>What experiences do you think led Poe to create the characters of Prospero and the Red Death?</p>	<p>What do you think Poe is saying about human morality in "The Masque of the Red Death" and which life experiences do you think are reflected most in the story?</p> <p>How does understanding of another's experiences impact our own expressions towards them?</p>

## PLANNED LEARNING EXPERIENCES

- 1.. As an attention-grabber, "Why do we do what we do" will be on the LCD screen
2. The teacher will then ask the pre-lesson questions to get students focused on objectives.
3. After a class discussion of the pre-lesson questions, the students will get with a partner and they each will be handed a sheet that has the following scenario:

**A twelve-year old girl named Alice goes to the store to buy some milk and bread for her mother. Alice lives with her mother and two other siblings. In the store, she notices that there is a woman who is purchasing items at the cash register. She notices that the woman drops a \$100 dollar bill on her way out of the store. The woman is elderly and very frail and mentions to the cashier that she has two precious grandchildren. Alice picks up the \$100 bill and looks at the door of the store. What should Alice do? What do you think Alice will do?**

4. After students have read the above, the teacher will call the students back together. The students will be asked the following:

What moral dilemma does Alice face?

Who will be impacted by Alice's expression (decision)? Students will answer Alice's mother, Alice, the elderly lady.

What experiences has Alice had which might impact her expression (what decision she makes)? Students should volunteer that if Alice has experienced poverty, she might keep the money to help her family. What values she has been raised with, has she stolen in the past, etc. would affect the expression she chooses. However, based on the passage, we can only predict that if she has had certain experiences, she might act a certain way. Her experiences will decide the resolution to her moral dilemma.

The Teacher will then pass out the short story, "The Masque of the Red Death." The teacher will instruct students to think about what experiences have shaped the protagonist, Prospero. The students will read the story as a class and stop periodically to engage in class discussion. The teacher will then have students work in partners and answer the following questions. The class will then share their responses aloud and debate the following:

What does Prospero's expression (sealing the doors of his castle shut to keep out the plague and his indifference to the poor) reveal about his experiences? What literary tools does Poe use to convey those experiences in the story?

What experiences morally justify his expressions of sealing the castle? What experiences do not morally justify sealing the castle? What experiences would impact the morality of Prospero's expression?

What experiences do you think led Poe to create the characters of Prospero and the Red Death?

After students have shared out, the teacher will ask the following as an exit ticket:

What do you think Poe is saying about human morality in his expression "The Masque of the Red Death" and which life experiences do you think are reflected most in the story?

How does understanding of another's experiences impact our own expressions towards them?

## ASSESSMENTS

Students will create an alternate version of "The Masque of the Red Death." Poe is the author, but students will imagine that in writing this version, he has suffered no tragedy in his life, was a great financial success, and was an extremely happy person. The characters and basic premise of the story must stay the same, but students can add/delete scenes, change the ending, etc.



# DIFFERENTIATION

<b>CONTENT</b>

<b>PROCESS</b>

<b>PRODUCT</b>
Instead of having students write an entire story, I would have lower-level students write a scene from the story.

<b>LEARNING ENVIRONMENT</b>

## Unit Resources

Provide a listing of books, Web sites, videos, and/or other instructional materials that are intended to supplement the unit. Include resources intended for both teacher and student use. Be sure to use APA style for books/articles and provide a brief (1-2 sentence) annotation for Web sites and instructional materials.

### Unit Resources

*The Beautiful Yet Dark Mind Of Edgar Allan Poe* [Video file]. (2014, February 1). Retrieved from <https://www.youtube.com/watch?v=J6liusT-Seo&t=3s>

This documentary incorporates Poe's art and provides a detailed description of his life events.

Bloom, H. (1999). *Edgar Allan Poe: Comprehensive research and study guide*. Philadelphia, PA: Chelsea House.

A supplemental guide that provides basic descriptions of Poe's works and influences.

The Haunted Mind of Shirley Jackson. (n.d.). Retrieved from <https://www.newyorker.com/magazine/2016/10/17/the-haunted-mind-of-shirley-jackson>

This article discusses the tragic aspects of Jackson's life from childhood to an unhappy marriage and early death.

*The Lottery - Part 1 and 2* [Video file]. (2010, September 1). Retrieved from <https://www.youtube.com/watch?v=pIm93Xuij7k>

This is a video depiction of "The Lottery" which gives students a visual of the story that is very faithful to the text.

*The Lottery Symbols and Themes* [Video file]. (2014, June 2). Retrieved from <https://www.youtube.com/watch?v=WDgKGoIcO1Y>

This is a critique of “The Lottery” that serves as a good example of the role of a critic.

The Lottery. (n.d.). Retrieved from <https://americanliterature.com/author/shirley-jackson/short-story/the-lottery>

A copy of “The Lottery” text

*The Raven by Edgar Allan Poe* [Video file]. (n.d.). Retrieved from <https://www.poetryfoundation.org/poems/48860/the-raven>

A copy of “The Raven” text

Shirley Jackson and "The Lottery". (n.d.). Retrieved from <http://www.northbennington.org/jackson.html>

This is a website that provides in depth analysis of Jackson’s life and writing, particularly her unpublished works.
