

9.2.1

Lesson 13

Introduction

In this final lesson of the unit, students will complete the End-of-Unit Assessment. Students will compare textual details from both texts (“The Tell-Tale Heart” and “I felt a Funeral, in my Brain,”) to craft a formal multi-paragraph essay about how both unit authors develop and refine a central idea. This essay requires students to draw upon their cumulative understanding of how both authors address similar topics in their respective texts.

The End-of-Unit Assessment asks students to identify a central idea shared by both texts, “I felt a Funeral, in my Brain,” and “The Tell-Tale Heart,” and make an original claim about how Dickinson and Poe develop and refine this idea. This assessment builds on the Mid-Unit Assessment by asking students to analyze the development of a central idea but across two different genres (poetry and narrative literature). Students can utilize all their materials from the unit including their annotated text, lesson Quick Writes, discussion notes, tools, and the End-of-Unit Assessment Evidence Collection Tool from the previous lesson (Lesson 12). Students will develop their essays with well-chosen, relevant, and sufficient evidence using academic vocabulary.

The End-of-Unit Assessment will be assessed using the Text Analysis Rubric. For homework, students will continue to read their Accountable Independent Reading (AIR) texts.

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.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
W.9-10.2.b, d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended

	<p>definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
Possible Assessed Standards (Depending on the claim created by the students, these standards could possibly be assessed.)	
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
Addressed Standard(s)	
W.9-10.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]").</p>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment

Assessment(s)
<p>The learning in this lesson will be captured through the End-of-Unit Assessment.</p> <ul style="list-style-type: none"> Identify a central idea shared by both texts and make a claim about how Dickinson and Poe develop and refine this idea.
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> Poe and Dickinson develop the central idea of madness through the order of events in each of their texts. Poe initially reveals the narrator's madness in the beginning of the story and develops and refines it throughout the story, while Dickinson more slowly reveals the narrator's madness through her description of the funeral service.

In the beginning of “The Tell-Tale Heart,” the narrator directly addresses the reader about his possible madness. The narrator questions why someone would consider him mad (“but why will you say that I am mad?”). This questioning casts doubt on the narrator’s mental health because he actually reveals his madness while trying to defend himself against accusations of madness. The narrator tells the reader to “*Hearken!*” and blames his strong hearing instead of his madness. The narrator claims he “heard many things in hell,” which shows he is not thinking clearly.

Poe continues to develop and refine the central idea of madness throughout his story. The narrator continues to address the reader directly about the fact that he is not mad. However, his actions continue to reveal his insanity. For example, he directly addresses the reader about his “over-acuteness” of sense when explaining how he can hear the old man’s beating heart: “And have I not told you that what you mistake for madness is but over-acuteness of the sense?” But his actions show his insanity because he believes he can hear the heart beat and believes it is getting louder: “It grew louder, I say, louder every moment!—do you mark me well I have told you that I am nervous; so I am.” Poe continues to show the narrator’s madness as he dismembers the old man’s body and buries it beneath the “flooring of the chamber.” The narrator shows how proud he is of the “work” by saying that “no human eye—not even his” could see anything was wrong and that he had been so careful: “A tub had caught all—ha! Ha!” This suggests that he is insane.

Dickinson develops the central idea of madness gradually through the narrator’s description of the funeral service. Dickinson begins the poem by saying there is a funeral in the narrator’s mind. This funeral represents something is off or wrong with the narrator’s mind, that he/she has experienced a death in his/her mind: “I felt a Funeral, in my Brain.” The narrator continues to fall into madness as the beating of the service’s “Drum” makes his/her mind “numb” and he/she feels alone with “Silence”: “And I, and Silence, some strange Race, / Wrecked, solitary, here —” He/She continues to fall into madness, “A Plank in Reason, broke, / And I dropped down, and down —,” and he/she completely loses sanity or clear thought in the last stanza of the poem.

Both authors develop the central idea of madness through their order of events. Poe introduces madness in the story’s beginning (first paragraph) and continues to develop and refine it throughout the story as the narrator continues to reveal his insanity. Dickinson gradually develops the speaker’s madness through the funeral service and completes his/her descent into madness in the last stanza of the poem.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

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

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text <ul style="list-style-type: none"> Standards: RL.9-10.2, CCRA.R.9, W.9-10.2.b, d, RL.9-10.5, CCRA.R.6, W.9-10.9.a, L.9-10.1, L.9-10.2 Text: “I felt a Funeral, in my Brain,” and “The Tell-Tale Heart” (The texts have been read in their entirety.) 	
Learning Sequence <ol style="list-style-type: none"> Introduction to Lesson Agenda Homework Accountability End-of-Unit Assessment Directions End-of-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 5% 5% 80% 5%

Materials

- Copies of the Text Analysis Rubric for each student (refer to 9.2.1 Lesson 8)
- Copies of the End-of-Unit Assessment for each student
- Copies of the Ancient Greek Web Exploration Tool for each student (homework for 9.2.2 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 sharing the assessed standards for this lesson: RL.9-10.2, CCRA.R.9 and W.9-10.2.b, d. In this lesson, students will complete the End-of-Unit Assessment where they will compare textual details from both texts (“The Tell-Tale Heart” and “I felt a Funeral, in my Brain,”) to craft a formal multi-paragraph essay about how both unit authors develop and refine a central idea. The assessment will be assessed using the Text Analysis Rubric.

Activity 2: Homework Accountability

5%

Instruct students to take out their materials for the End-of-Unit Assessment.

- ▶ Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.
- ❗ The materials should include the annotated texts, all lesson Quick Writes, Lesson 12’s End-of-Unit Assessment Evidence Collection Tool, unit tools, and all discussion notes.

Activity 3: End-of-Unit Assessment Directions

5%

Display the End-of-Unit Assessment prompt:

Identify a central idea shared by both texts and make a claim about how Dickinson and Poe develop and refine this idea.

Ask students if they have remaining questions about the assessment prompt.

- ▶ Students examine the End-of-Unit Assessment prompt and ask remaining questions.

Remind students to use the Text Analysis Rubric to guide their written response.

Distribute and review the Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the Text Analysis Rubric.

Remind students as they write to refer to the notes, tools, and annotated texts from the previous lessons.

① It may be useful to refer students to their *Tips for Integrating Quotations* handout (Lesson 2) as well.

- ▶ Students listen.

Activity 4: End-of-Unit Assessment

80%

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include well-chosen, relevant, and sufficient textual evidence, precise language, and domain-specific vocabulary. Remind students to practice using proper grammar, capitalization, punctuation, and spelling.

Instruct students to use the text selections found on the tool and their own notes and annotations to write a multi-paragraph response to the following prompt:

Identify a central idea shared by both texts and make a claim about how Dickinson and Poe develop and refine this idea.

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

- ▶ Students write the End-of-Unit Assessment.
- 💬 See the High Performance Response at the beginning of this lesson.
- ① Circulate around the room and offer non-content support as needed.
- ① Consider providing students additional writing time if necessary.
- ① Students who finish early can read their AIR text.

Collect essays before the end of the lesson.

- ▶ Students hand in the End-of-Unit Assessment.

Activity 5: Closing

5%

Display and distribute the homework assignment.

Distribute the Ancient Greek Web Exploration Tool. Inform students that for homework they will be doing a web exploration of ancient Greece in preparation for Unit 9.2.2. Students should explore the resources on their tool, record their answers to the questions, and be prepared to share their findings in class.

- ① **Differentiation Consideration:** If students do not have access to Internet resources for homework completion, consider completing this activity in class. Alternately, this task could be facilitated through printed resources (see resources listed on Model Exploration Tool).
- ① The goal of this activity is for students to have an opportunity to encounter and explore elements of ancient Greek culture and drama in order to build and expand on existing foundational knowledge to enrich their exploration of *Oedipus the King*. This investigation will also lay the groundwork for students to be able to consider the connections between the cathartic aspects of Greek tragedy and the other texts in this module, which will be essential to student work during the Module Performance Assessment.

In addition, instruct students to continue their Accountable Independent Reading through the lens of their focus standard (RL.9-10.4).

Homework

Complete the Ancient Greek Web Exploration Tool in preparation for Unit 9.2.2.

Continue reading your Accountable Independent Reading text through the lens of the assigned focus standard (RL.9-10.5) and prepare for a 3–5 minute discussion of your text based on that standard.

End-of-Unit Assessment (9.2.1 Lesson 13)

Text-Based Response

Your Task: Based on your close reading of “The Tell-Tale Heart” and “I felt a Funeral, in my Brain,” write a well-crafted, multi-paragraph response to the following prompt:

Identify a central idea shared by both texts and make a claim about how Dickinson and Poe develop and refine this idea.

Your response will be assessed using the Text Analysis Rubric.

Guidelines:

Be sure to:

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

CCLS: RL.9-10.2; CCRA.R.9; W.9-10.2 (b, d)

Commentary on the Task:

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

- Determine a central idea of a text and analyze in detail its development over the course of the text.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.

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

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

Ancient Greek Web Exploration Tool

Name:		Class:		Date:	
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Directions: Explore the resources below to answer the following questions. Record your observations and be prepared to share your findings.

<http://artsedge.kennedy-center.org/interactives/greece/theater/>

http://www.ancientgreece.co.uk/gods/home_set.html

<http://www.merriam-webster.com>

1. Who was Sophocles? What did he do?
2. What are the three rules that Greek tragedy must follow?
3. What is *catharsis*? Provide a definition and paraphrase the function of *catharsis* in Greek drama.
4. Who is Apollo? What role did he play in everyday life in ancient Greece?
5. Summarize one aspect of the relationship between ancient Greeks and their gods.
You might consider:
 - Who did the ancient Greeks believe controlled aspects of their life on earth?
 - Who was the most powerful of the gods?
 - What kind of personalities did the gods and goddesses have?
 - Where did the gods live?
 - How did the ancient Greeks pay respect to their gods and goddesses?