Exploring the Dark Heart of an Obsessive Mind

Grade Level or Special Area: 7th Grade Language Arts
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Length of Unit: 9 Lessons (approximately three weeks, one day = 50 minutes)

I.   ABSTRACT

A.   This unit gives seventh grade Language Arts, Theater Arts, and Technology students an introduction to the elements of short stories, playwriting, and video production. These skills will act as the framework with which students will examine the short story "The Tell-Tale Heart" by Edgar Allan Poe. Through the implementation of activities that focus on using dramatic techniques and technology applications, students will be well equipped to analyze plot and extend meanings of the text.

II.   OVERVIEW

A.   Concept Objectives
1.   The student will analyze the characteristics of various types of texts. (Texas Essential Knowledge and Skills, English/Language Arts 7.12)
2.   The student will understand and interpret visual images, messages, and meanings. (Texas Essential Knowledge and Skills, English/Language Arts 7.22)
3.   The student will write for a variety of audiences and purposes and in a variety of forms. (Texas Essential Knowledge and Skills, English/Language Arts 7.15)
4.   The student formats digital information for appropriate and effective communication. (Texas Essential Knowledge and Skills, Technology Applications 7.10)
5.   The student acquires electronic information in a variety of formats, with appropriate supervision. (Texas Essential Knowledge and Skills, Technology Applications 7.5)
6.   The student formats digital information for appropriate and effective communication. (Texas Essential Knowledge and Skills, Technology Applications 7.10)
7.   The student delivers the product electronically in a variety of media, with appropriate supervision. (Texas Essential Knowledge and Skills, Technology Applications 7.11)

B.   Content from the *Core Knowledge Sequence*
1.   Seventh Grade English: Fiction, Nonfiction, and Drama (pages 160-161)
    a.   Short Stories
        i.   "The Tell-Tale Heart" by Edgar Allan Poe
    b.   Elements of Fiction
        i.   Review aspects of plot and setting
        ii.   Theme
        iii.   Point of view in narration
            a)   omniscient narrator
            b)   unreliable narrator
            c)   third person
            d)   first person
        iv.   Conflict: external and internal
        v.   Suspense and climax
    c.   Writing
        i.   Write to persuade

ii.   Drama
            d.   Drama
                    i.   Aspects of conflict, suspense, and characterization
    C.   Skill Objectives
            1.   The student is expected to write to express, discover, record, develop, reflect on
                    ideas, and to problem solve (ELA 7.15 A).
            2.   The student is expected present information in various forms using available
                    technology (ELA 7.20 E).
            3.   The student is expected to listen to learn by taking notes, organizing, and
                    summarizing spoken ideas (ELA 7.1 D).
            4.   The student is expected to present dramatic interpretations of experiences,
                    stories, poems, or plays to communicate (ELA 7.5 C).
            5.   The student is expected to describe mental images that the text descriptions
                    evoke (ELA 7.10 D).
            6.   The student is expected to draw inferences such as conclusions or generalizations
                    and support them with text evidence and experience (ELA 7.10 H).
            7.   The student is expected to represent text information in different ways such as in
                    outline, timeline, or graphic organizer (ELA 7.10 L).
            8.   The student is expected to compare communication in different forms such as
                    contrasting a dramatic performance with a print version of the same story or
                    comparing story variants (ELA 7.12 C).
            9.   The student is expected to analyze characters, including their traits, motivations,
                    conflicts, points of view, relationships, and changes they undergo (ELA 7.12 F).
            10.   The student is expected to select, organize, or produce visuals to complement and
                    extend meanings (7.24 A).
            11.   The student will produce communications using technology or appropriate media
                    such as developing a class newspaper, multimedia reports, or video reports (ELA
                    7. 24 B).
            12.   The student is expected to evaluate the effectiveness of selected film and
                    television performances (THA 7.5 B).
            13.   Student will use available technology to support aspects of creating, revising,
                    editing, and publishing texts (ELA 7.18F).
            14.   The student is expected to demonstrate the ability to access, operate, and
                    manipulate information from secondary storage and remote devices including
                    CD-ROM/laser discs (DVD) and on-line catalogs (Technology 7.5 B).
            15.   The student is expected to present information in various forms using available
                    technology (ELA 7.20 E).
            16.   The student is expected to use productivity tools to create effective document
                    files for defined audiences such as slide show, posters, multimedia presentations
                    (Technology 7.10 A).
            17.   The student is expected to demonstrate appropriate use of fonts, styles, and sizes,
                    as well as effective use of graphics and page design to effectively communicate
                    (Technology 7.10 D).
            18.   The student is expected to publish information in a variety of ways including, but
                    not limited to, printed copy, monitor display and video (DVD) (Technology 7.11
                    A).

III.   BACKGROUND KNOWLEDGE
    A.   For Teachers
            1.   *When Kids Can't Read: What Teachers Can Do* by Kylene Beers
            2.   *Exploring Theatre* by Nancy Prince and Jeanie Jackson

3. Microsoft Publisher for Windows XP: this desktop publishing program will be used to create the movie advertisement posters in lessons 8-9.
4. CasaBlanca Video Editing Machine: this video-editing device will be used to edit the video clips students' film when creating "The Tell-Tale Heart" movie trailers (lessons 6-7)

B. For Students
1. Participating civilly and productively in group discussions (*Core Knowledge Sequence,* 133)
2. Giving well-organized and well-supported speeches to the class (*Core Knowledge Sequence,* 133)
3. Prior knowledge of producing written work with a beginning, middle, and end (*Core Knowledge Sequence,* 65)
4. Basic knowledge of computer terms and usage

IV. **RESOURCES**
A. *Realms of Gold,* Volume II, "The Tell-Tale Heart" by Edgar Allan Poe
B. *Piggybook* by Anthony Browne

V. **LESSONS**
Lesson One: It's Element-ary My Dear Watson (50 minutes)
A. *Daily Objectives*
1. Concept Objective(s)
a. The student will analyze the characteristics of various types of texts. (TEKS ELA 7.12)
2. Lesson Content
a. Elements of Fiction
i. Review aspects of plot and setting
ii. Theme
iii. Conflict: external and internal
iv. Suspense and climax

3. Skill Objective(s)
a. The student is expected to recognize the distinguishing features of [short stories] (7.12 B).
B. *Materials*
1. Overhead projector
2. Overhead markers
3. Appendix 1A: Elements of Short Stories Transparency
4. Appendix 1B: Elements of Short Stories Handout
C. *Key Vocabulary*
1. Fiction: a narrative that expresses the thoughts of the author within a sequence of events using created characters and setting
2. Short Story: a sequence of events told in less detail than a novel, using a less developed character and setting
3. Setting: when and where the story takes place
4. Point of view: who is telling the story
5. Character: the people in the story
6. Protagonist: main character of the story. Ex. the good guy.
7. Antagonist: the person opposing the protagonist. Ex. the bad guy.
8. Plot: sequence of events in the story

9.   Conflict: the problem the main character faces
10.   Climax: the high point of the story
11.   Conclusion: how the story ends
12.   Mood: the emotion or feeling in the story
13.   Theme: the reason the author wrote the story

D.   *Procedures/Activities*
1.   Bell Starter: journal topic – What makes a story good? What does a story need to have to make it interesting? Students should write down their answers in complete sentences on their papers.
2.   Have students share their answers with the class. Create a list on the board of the responses that students come up with. See if there are similarities in the responses. Explain to the students that you also have a list of elements that you think are important for every short story.
3.   Pass out Elements of Short Stories Handout (Appendix 1B).
4.   Present Notes over the Elements of Short Stories using an overhead of Appendix 1A. Keep all but the element that is being discussed visible so students stay focused on one element at a time. Be sure to relate the elements to some of the students' responses so they can see how their responses relate to elements that are common in all short stories.
5.   Using the graphics provided on the Elements of Short Stories Appendix 1A overhead, relate short story elements to a soccer game to help the students make a connection between the elements and their own experiences. (For example, the setting of a soccer game would be the soccer field, the conflict would be wanting to win the game, the protagonist is the team you want to win, the antagonist is the opposing team, the climax is when the winning goal is kicked, and the resolution is when one team is given the winning trophy, etc.)
6.   Students will fill in the blanks on the Short Story Elements Handout (Appendix 1B) as the teacher presents each short story element.

E.   *Assessment/Evaluation*
1.   Teacher will observe that students are paying attention and taking good notes as the story elements are presented. It is imperative that students take good notes, as they will be used throughout the remainder of the activities in the unit.

Lesson Two: Inference: To Think or not to Think About Plot, That is the Question (50 minutes)

A.   *Daily Objectives*
1.   Concept Objective(s)
     a.   The student will analyze the characteristics of various types of texts. (TEKS ELA 7.12)
2.   Lesson Content
     a.   Elements of Fiction
         i.   Review aspects of plot and setting
         ii.   Conflict: external and internal
         iii.   Suspense and climax
3.   Skill Objective(s)
     a.   Student will draw inferences such as conclusions or generalizations and support them with text evidence and experiences. (7.10H)
     b.   Student will represent text information in different ways such as in a graphic organizer. (7.10L)

        c.   Student will write to express, discover, record, develop, reflect on ideas, and to problem solve. (7. 15A)

B. *Materials*
1. Overhead projector
2. Overhead markers
3. *Piggybook* by Anthony Browne
4. Appendix 2A: Inference Graphic organizer
5. Appendix 2B: Venn Diagram

C. *Key Vocabulary*
1. Fiction: a narrative that expresses the thoughts of the author within a sequence of events using created characters and setting
2. Short Story: a sequence of events told in less detail than a novel, using a less developed character and setting
3. Graphic Organizer: a writing tool designed to help the student organize ideas from a written piece of work
4. Infer: to conclude or gather from evidence

D. *Procedures/Activities*
1. Explain to students that they will now have to use the elements of short story terms to make a guess or inference about a short story they will read called *Piggybook* by Anthony Brown.
2. Pass out the Short Story Inference Organizer (Appendix 2A). Put up an overhead of the Short Story Inference Organizer as well to model the steps for the students before they fill out their own.
3. Write the title of the book (*Piggybook)* in the middle of the Inference Organizer in the box labeled "Title." Have students copy down the title as well.
4. Show students four pictures from the story *Piggybook* (show them the pictures of the mother doing all the housework, the picture of the father reading the newspaper and yelling, the picture of the note that reads "You are pigs," and the picture of the mother in the doorway with the pigs hiding) Explain that each of the pictures can represent one of the four short story elements (setting, main character, conflict, and resolution) in bold on their Inference Organizers without giving away which picture represents which element.
5. Choose one of the pictures from the story to model how you think it represents one of the four bold elements on the Inference Organizer. Write down a description of the picture in the quadrant labeled with the element you think the picture represents on the Inference Organizer as the students copy what you write.
6. Have the students write down their own ideas for what short story element each of the remaining pictures represent on their graphic organizers in the quadrants underneath each short story element.
7. Underneath each quadrant with a short story element is a quadrant entitled "Question." Model for the students a question you have about one of the pictures and write it in that space (ex. Why is the man yelling?). Have the students write down their questions about each picture in the quadrant underneath the description of each picture on their graphic organizers.
8. Explain to students that the bottom portion of the organizer is where they will make their inferences about what will happen in the story by creating a 4-sentence short story.

9. Students must answer their own questions and make predictions about the story based on the pictures and based on which category they decided to place them in on the graphic organizer.

10. Model for the students how to create their 4-sentence short stories by writing a first sentence that establishes the setting, a second sentence that describes the main character, a the third sentence that explains the conflict, and a fourth sentence that explains the resolution of the story. Do not give the actual story away, but instead, make up another version of the story that could happen based on the pictures. (Ex. It was a normal day in the nice little house on Birdville Avenue. Mother was going about her usual chores to keep the house clean. All of a sudden, Dad began to yell at Mother from the living room that some pigs had gotten into the house. Mother ran to the living room and proceeded to yell at the hiding pigs and force them to leave the house immediately. The End.)

11. Students then create their own 4-sentence short stories. Call on students to share their stories with the class and compare the unique thought processes of the students.

12. Teacher will then read the original story, *Piggybook*, aloud and show students the illustrations.

13. After reading the story, use the Venn Diagram (Appendix 2B) as a transparency and pass out handouts of the Venn Diagram to the students. Model how to compare and contrast your model story to the original story. Have the students do the same individually using their own stories.

14. Afterward, discuss and compare student findings.

E. *Assessment/Evaluation*

1. Grade the upper portion of the Inference Organizer where students recorded their guesses about what each illustration represents and asked their questions for a completion grade. The bottom portion of the Inference Organizer should be graded to see that the student understands the meaning of the four listed elements of short stories and can effectively write sentences that describe inferences of how those elements will be represented in the story *Piggybook*. Based on teacher observation of student participation in class discussion, the Venn Diagram can be assessed for completion and participation.

Lesson Three: Caption Strips (Finding the Elements of Fiction) (50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
   a. The student will analyze the characteristics of various types of texts (TEKS ELA 7.12).

2. Lesson Content
   a. Elements of Fiction
      i. Review aspects of plot and setting
      ii. Theme
      iii. Conflict: external and internal
      iv. Suspense and climax

3. Skill Objective(s)
   a. Student will describe mental images that text descriptions evoke (7.10D).
   b. Student will draw inferences such as conclusions or generalizations and support them with text evidence and experiences. (7.10H)
   c. Student will represent text information in different ways such as in outline, timeline, or graphic organizer. (7.10L)

<blockquote>
d. Student will write to express, discover, record, develop, reflect on ideas and to problem solve. (7. 15A)
</blockquote>

B. *Materials*
1. Caption Strips (Each group will receive one caption strip for each member of the group.) (Appendix 3A)
2. Short Story Inference Organizer (There should be one sheet for each student.) (Appendix 2A)

C. *Key Vocabulary*
1. Caption –a short group of sentences that gives a brief view of a story
2. Fiction- a narrative that expresses the thoughts of the author within a sequence of events using created characters and setting
3. Short Story- a sequence of events told in less detail than a novel, using a less developed character and setting
4. Graphic Organizer- a writing tool designed to help the student organize ideas from a written piece of work
5. Infer- to conclude or gather from evidence

D. *Procedures/Activities*
1. Teacher will start discussion of how Lesson 2, *The Piggy Book*, helped the students ask questions, solve problems, and infer elements from the story.
2. Students will be seated in groups of four with desks pulled into a square.
3. The teacher will hand each group a stack of Caption Strips. (Each group will have a different Caption Strip. Group 1-Setting, Group 2-Main Character, Group 3-Conflict, and Group 4-Resolution)
4. Each group will read their Caption Strips in their groups
5. Each group will first go around the table and pose questions about their topic
6. Each group will then go around the circle posing a possible answer to another member's question.
7. After the groups finish the answering part of their quadrant the teacher will pass the Captions Strips to the next group.
8. The process of reading, questioning and answering will be repeated until each group has gone through each of the four Caption Strips.
9. Each group will read their Short Story Inference Organizer and come up with a plausible Short Story. (Four sentence short story at bottom of the page.) (Each sentence will directly reflect the groups' questions and answers in the above quadrants.)
10. The groups will generate a title that reflects their Four Sentence Story.
11. Finally, the groups will present their Short Story Inference Organizers to the other groups.
12. Students will then listen as you read the story "The Tell-Tale Heart" aloud using clear inflection and tone as they follow along in their *Realms of Gold* books (page 63).
13. As time allows, discuss the differences between the four sentence short stories the students came up with and the actual text of "The Tell-Tale Heart."

E. *Assessment/Evaluation*
1. The upper quadrants of the Inference Graphic Organizer will be graded for completion. The bottom of the Short Story Inference Organizer (Four Sentence Story) will be graded to make sure the student understands the meaning of the four listed elements of short stories and can effectively write sentences that describe inferences of how those elements will be represented in the Caption Strips they read.

Lesson Four: The Four C's Element Flip Summary
A.   *Daily Objectives*
1.   Concept Objective(s)
a.   The student will analyze the characteristics of various types of texts. (TEKS ELA 7.12)
b.   Lesson Content
c.   Elements of Fiction
i.   Review aspects of plot and setting
ii.   Conflict: external and internal
iii.   Suspense and climax
2.   Skill Objective(s)
a.   The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer (7.10 L).
b.   The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (7.12 F).
c.   The student is expected to select, organize, or produce visuals to complement and extend meanings (7.24 B).
B.   *Materials*
1.   Chalkboard/Dry Erase Board
2.   Markers/colored pencils for student use
3.   Scissors for student use
4.   Appendix 4A: Flip Summary (front and back)
5.   *Piggybook* by Anthony Browne
6.   Appendix 4B: Flip Summary Rubric
C.   *Key Vocabulary*
1.   Main Character: the most important person in the story. The story revolves around this character.
2.   Conflict: the problem the main character faces
3.   Climax: the high point of the story; the most exciting part of the story
4.   Conclusion: how the story ends
D.   *Procedures/Activities*
1.   Bell Starter: Ask students to recall the story *Piggybook* that was read earlier in the unit. Ask them to write down a summary of what the book was about in a few sentences on their own sheet of paper. After students have finished, have a few volunteers share their summaries with the class.
2.   Explain to students that there is an easy way to give a summary of the main points of a story using a strategy called the Four C's. Draw four columns on the board. Write the following four elements as the title headings: Character, Conflict, Climax, and Conclusion.
3.   Ask the students who the main character(s) were in the story *Piggybook* and record their responses under the "Character" column on the board. Do the same for "Conflict," "Climax," and "Conclusion." Reread the information that the students gave in each column. Ask the students if this information gives the basic gist of what the entire story is about (They should all agree that it does).
4.   Explain that now they are going to have the chance to use this strategy on a foldable handout to help them summarize the main points of the short story "The Tell-Tale Heart."

5. Pass out the Flip Summary handouts (Appendix 4A). Tell students to fold the handout along the black line that divides the handout into two long columns (also known as hot dog style). Pass out the scissors and have the students cut the handout along the dashed lines only. Model these actions before having the students do them.

6. Once students have done that, show the students how the foldable will look when it is complete by displaying one that you have created for *Piggybook*. Show the students that before the flaps are lifted, the four terms are visible at the bottom along with a corresponding definition of each term written above the term on each flap. When a flap is raised, an explanation of how the term is applied to "The Tell-Tale Heart" is visible right above the term, and a picture of how the term applies to "The Tell-Tale Heart is visible directly above that.

7. Explain that the students should model their flip summaries after the one you have shown them. Tell students to begin working on the assignment individually. Explain that they are allowed to use their short story elements notes and the text of "The Tell-Tale Heart" to complete this activity. Pass out the colored pencils/markers for them to use on the picture portion of the assignment.

8. As time allows, students can present their flip summaries to the class or small groups.

E. *Assessment/Evaluation*

1. Use the rubric (Appendix 4B) to assess the flip summaries in this assignment.

Lesson Five: Diorama: Weaving Words into a Tapestry of Images

A. *Daily Objectives*

1. Concept Objective(s)
   a. The student will analyze the characteristics of various types of texts. (TEKS ELA 7.12)
   b. The student will understand and interpret visual images, messages, and meanings. (TEKS ELA 7.22)
   c. The student will write for a variety of audiences and purposes and in a variety of forms. (TEKS ELA 7.15)
   d. The student formats digital information for appropriate and effective communication. (TEKS Technology Applications 7.10)

2. Lesson Content
   a. Short Stories
      i. "The Tell-Tale Heart" by Edgar Allan Poe
   b. Elements of Fiction
      i. Review aspects of plot and setting

3. Skill Objective(s)
   a. The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve (7.15 A).
   b. The student is expected to listen to learn by taking notes, organizing, and summarizing spoken ideas (7.1 D).
   c. The student is expected to describe mental images that the text descriptions evoke (7.10 D).
   d. The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer (7.10 L).
   e. The student is expected to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (7.12 C).

f.   The student is expected to select, organize, or produce visuals to complement and extend meanings (7.24 A).

g.   The student is expected to evaluate the effectiveness of selected film and television performances (Theater 7.5 B).

B.   *Materials*
1.   Construction Paper (suggested 11x17)
2.   Scissors
3.   Glue
4.   Map Colors
5.   Crayons
6.   Markers
7.   Appendix 5A (Diorama instructions overhead)
8.   Appendix 5B (Setting Handout)
9.   Appendix 5C (Setting Examples)
10. Appendix 5D (Diorama Rubric)

C.   *Key Vocabulary*
1.   Setting - the time and place of the action of a literary, dramatic, or cinematic work
2.   Imagery -is language that evokes one or all of the five senses: seeing, hearing, tasting, smelling, touching
3.   Diorama – a three-dimensional exhibit representing a particular scene

D.   *Procedures/Activities*
1.   Discuss with students the aspects of setting and how imagery helps to create mental images of setting for the reader.
2.   Read section one of Appendix 5C to the class, and instruct the students to try to imagine what the author is describing.
3.   Relate as a class some of the things they imagined as they listened to section one of Appendix 5C.
4.   Now read section two of Appendix 5C.
5.   Discuss what students imagined as section two was being read.
6.   Draw a chart of the five senses on the board.
7.   Ask the students if they imagined the setting in any particular color, how did the room smell, what were some of the textures of the room, how might it taste, and did they notice any sounds in the room.
8.   Compile the shared senses on the board.
9.   Brainstorm as a class how directors transform words into images we watch on the movie screen.
10. Tell the students they will be reconstructing their images from section two into a diorama.
11. Give each student a piece of black construction paper and a pair of scissors.
12. Put Appendix 5A on the overhead and as a class build a Diorama base.
15. Give each student a copy of Appendix 5B.
16. Describe to the students how to use Appendix 5B with their diorama.
17. The students will transfer their mental images in the form of a drawing onto the paper in the space provided.
18. The student will cut Appendix 5B along the dotted line, paste his/her picture to the back wall, and paste the quote to the floor of the diorama.
19. The students will display their diorama on their desk.
20. Allow the students to walk around the room and view each other's diorama.

21. Discuss as a class why each diorama looked different even though they were all made from the same quote.
E. *Assessment/Evaluation*
   1. Informal Assessment- Teacher observation of class discussion.
   2. Formal Assessment- Teacher rubric of diorama (Appendix 5D)

Lesson Six: Coming Soon: "The Tell-Tale Heart"
A. *Daily Objectives*
   1. Concept Objective(s)
      a. The student will understand and interpret visual images, messages, and meanings. (TEKS ELA 7.22)
      b. The student will write for a variety of audiences and purposes and in a variety of forms. (TEKS ELA 7.15)
      c. The student formats digital information for appropriate and effective communication. (TEKS Technology Applications 7.10)
   2. Lesson Content
      a. Writing
         i. Drama
      b. Short Stories
         i. "The Tell-Tale Heart" (Edgar Allan Poe)
      c. Elements of Fiction
         i. Review aspects of plot and setting
         ii. Theme
         v. Conflict: external and internal
         vi. Suspense and climax
   3. Skill Objective(s)
      a. Students will present dramatic interpretations of experiences, stories, poems, or plays to communicate. (7.5C)
      b. Student will describe mental images that text descriptions evoke. (7.10D)
      c. Student will use available technology to support aspects of creating, revising, editing, and publishing texts. (7.18F)
      d. Student will present information in various forms using available technology. (7. 20E)
      e. Student will produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports. (7. 24B)
B. *Materials*
   1. Appendix 6A (Assignment Sheet)
   2. Appendix 6B (Scene Break Down Sheet)
   3. Appendix 6C (Group Assignment Sheet)
   4. Appendix 6D (Scene Rubric)
   5. Video Camera
   6. Video Tape
C. *Key Vocabulary*
   1. Tagline: a repeated phrase that is associated with a sort of product in some way: a slogan (ex. "Like a rock", "I'm lovin' it" and "May the force be with you"
   2. Clip: a short edited part of a movie or other piece of work that is used to give a small idea of what the whole project is about

D.   *Procedures/Activities*
1.   Lead a class discussion on how directors can use dioramas and storyboards to organize ideas that they use to create motion pictures.
2.   Pass out Appendix 6A (Assignment sheet) to each student.
3.   As a class, read through Appendix 6A.
4.   As a class, read through Appendix 6D(Rubric).
5.   Depending on the teacher's discretion, students will either be allowed to pick group partners or the teacher will assign the groups as needed.
6.   After the groups have been established, pass out Appendix 6C.
7.   Have students read and sign Group Assignment Sheet.
8.   Teacher will witness and sign each Group Assignment Sheet.
9.   Pass out Appendix 6B (Scene Breakdown Sheet).
10.   Read over example at the top of 6B.
11.   Answer any student questions or concerns as needed.
12.   Allow students to brainstorm for ideas and possible preview formats. You may want to share with students some recent movie trailers that are available online to stimulate their thinking.
13.   When students have completed Appendix 6B, teacher will check for appropriateness and will initial off on Appendix 6B indicating that this group is ready for filming.
14.   Instruct students to gather props, costumes and any other supplies needed for filming on the following day.
E.   *Assessment/Evaluation*
1.   Informal Assessment-Teacher Observation of group dynamics and productivity
2.   Formal Assessment- Teacher preview rubric and group evaluation

Lesson Seven: Coming Soon: "The Tell-Tale Heart" In the Lab
A.   *Daily Objectives*
1.   Concept Objective(s)
a.   The student acquires electronic information in a variety of formats, with appropriate supervision. (TEKS Technology Applications 7.5)
b.   The student formats digital information for appropriate and effective communication. (TEKS Technology Applications 7.10)
c.   The student delivers the product electronically in a variety of media, with appropriate supervision. (TEKS Technology Applications 7.11)
2.   Lesson Content
a.   Writing
i.   Drama
b.   Short Stories
i.   "The Tell-Tale Heart" (Edgar Allan Poe)
c.   Elements of Fiction
i.   Review aspects of plot and setting
ii.   Theme
iii. Conflict: external and internal
iv.   Suspense and climax
1.   Skill Objective(s)
a.   The student is expected to demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD-ROM/laser discs (DVD) and on-line catalogs (7.5 B)

b. The student is expected to use productivity tools to create effective document files for defined audiences such as slide show, posters, multimedia presentations (7.10 A)

c. The student is expected to demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate (7.10 D)

d. The student is expected to publish information in a variety of ways including, but not limited to, printed copy, monitor display and video (DVD) (7.11 A)

e. The student is expected to present information in various forms using available technology (7.20 E).

B. *Materials*
1. Video Camera, Video and cables
2. Video Editing/DVD machine and cables
3. Monitor
4. Blank DVD
5. Guidelines for Movie (Appendix 6A)
6. Movie Rubric (Appendix 6D)

C. *Key Vocabulary*
1. Input: connection of a device to input information
2. Output: connection of a device to output information
3. Storage Device: a device capable of storing data such as a hard disk (hard drive and DVD) and tape drives (video tape)
4. Video Editing: the process of manipulating video images such as cutting segments (trimming), re-sequencing clips, adding transitions, adding text and other special effects
5. DVD: digital versatile disc or digital video disc a type of optical disc similar to CD-ROM. Commonly used for movies and other multimedia presentations that combine sound with graphics
6. Video Editing Tools: aids in accomplishing a task

D. *Procedures/Activities*
1. Students come into the lab with video camera, video, guidelines and rubric.
2. Lab begins with the transfer of the video to the editing equipment
3. Student will be taught and then given opportunities to practice using the video editing equipment.
4. After the initial training the students will begin to edit and prepare the video using their movie guidelines and rubric
5. Students will save their work on the secondary storage device
6. Teacher will monitor students' progress and assist with questions and concerns.
7. Students will then publish/transfer the edited video onto a DVD.

E. *Assessment/Evaluation*
1. Use the rubric (Appendix 6D) to assess the movie in this assignment.

Lesson Eight: Persuasive Movie Poster Mania
A. *Daily Objectives*
1. Concept Objective(s)
a. The student will understand and interpret visual images, messages, and meanings. (TEKS ELA 7.22)

        b.   The student formats digital information for appropriate and effective communication. (TEKS Technology Applications 7.10)

    2.   Lesson Content

        a.   Elements of Fiction

            i.   Review aspects of plot and setting

            ii.   Suspense and climax

        b. Expository Writing

            i.   Write to persuade

    3.   Skill Objective(s)

        a.   The student is expected to select, organize, or produce visuals to complement and extend meanings (7.24 B).

        b.   The student is expected present information in various forms using available technology (7.20 E).

        c.

B.   *Materials*

    1.   Guidelines for Movie Poster (Appendix 8A)

    2.   Movie Poster Rubric (Appendix 8B)

C.   *Key Vocabulary*

    1.   Persuade: to successfully urge someone to perform an action through reasoning

    2.   Advertisement: a public announcement promoting a product, sale, or event

D.   *Procedures/Activities*

    1.   Bell Starter: Tell students to write down on a sheet of paper a few advertisements or commercials they have seen that really made them want to buy a product, attend an event, or go to a sale. Tell students to try to explain what they think made the commercial so persuasive. Have students share their responses with the class. Record their responses on the board to refer to later in the lesson.

    2.   Explain to the students that they will be given the opportunity to create their own advertisement persuading people to see a movie version of "The Tell-Tale Heart."

    3.   Divide students into groups of three taking care to create groups of students who will work well together.

    4.   Hand out the Guidelines: Movie Poster for "The Tell-Tale Heart" handout to each student (Appendix 8A). Also hand out the Movie Poster Rubric (Appendix 8B). Go over the handout and rubric with the students explaining the assignment and what their posters must include.

    5.   Show the students some recent examples of movie posters (you can have these donated from movie theaters or print up from a recent online movie advertisement) and have each group discuss the posters, evaluating them critically for their persuasive qualities. Have them also look at the posters to gain ideas about how the group wants to try to persuade consumers to go see the movie "The Tell-Tale Heart."

    6.   Group members should start to write down ideas for the poster content and brainstorm the layout of their poster. Walk around the classroom to monitor student progress and assist in generating ideas.

    7.   Once students have come up with their concept and layout, they must turn in their ideas for teacher approval and comments.

    8.   Once students' concepts have been approved, the class will go to the computer lab to create the posters the following day.

E.	*Assessment/Evaluation*
1.	Teacher spot checks the rough drafts of the movie posters and offers comments. The final movie poster will be assessed with the rubric (Appendix 8B).

Lesson Nine: Movie Poster Mania In the Lab
A.	*Daily Objectives*
1.	Concept Objective(s)
a.	The student formats digital information for appropriate and effective communication. (TEKS Technology Applications 7.10)
b.	The student delivers the product electronically in a variety of media, with appropriate supervision. (TEKS Technology Applications 7.11)
2.	Lesson Content
a.	Elements of Fiction
i.	Review aspects of plot and setting
ii.	Suspense and climax
b. Expository Writing
i.	Write to persuade
9.	Skill Objective(s)
a.	The student is expected to use productivity tools to create effective document files for defined audiences such as slide show, posters, multimedia presentations (7.10 A)
b.	The student is expected to demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate (7.10 D)
c.	The student is expected to publish information in a variety of ways including, but not limited to, printed copy, monitor display and video (7.11 A)
B.	*Materials*
1.	Computers
2.	Digital Cameras
3.	Desktop publishing program (Microsoft Publisher)
4.	Guidelines for Movie Poster (Appendix 8A)
3.	Movie Poster Rubric (Appendix 8B)
C.	*Key Vocabulary*
1.	Graphic: a representation such as a picture used for illustration, whereby a computer displays and an operator can manipulate
2.	Page design: the planning and arrangement of a page while keeping the purpose in mind
3.	Productivity Tools: aids in accomplishing a task
D.	*Procedures/Activities*
1.	Students come into the lab with their concepts and layouts.
2.	Lab begins with reviewing the information from Movie Poster Guidelines and Rubric (Appendixes 8A and 8B)
3.	Demonstrate Microsoft Publisher software, tools and saving information with Net-Opt software
10.	Students will be given time to discuss questions and concerns
11.	Using guidelines, rubrics, and software students begin creating their posters individually
12.	Students will save their work in their own user folders

13. Teachers will walk around the classroom to monitor student progress and assist as needed.
14. When posters are complete, students will publish their project in a printed copy.
E. *Assessment/Evaluation*
1. Use the rubric (Appendix 8B) to assess the movie posters in this assignment.

VI. CULMINATING ACTIVITY
A. The students participate in the Fall Festival of Previews. Students will receive an invitation (Appendix VI B) and are encouraged to dress up. As the students come into the room, a red carpet of butcher paper leads the way into the classroom. A formally dressed teacher greets the students at the door. As the students find their seats, they notice the panel of celebrity judges (Asst. Principals, available teachers, and staff members). The students enjoy a parade of previews while the judges select the best actress, actor, scariest, funniest etc... Time allowing or next class period the teacher will pass out awards of excellence (Appendix VI A). The class may have refreshments, pictures, or write-in votes. Just remember to be as creative as time, budget, and school will allow.

VII. HANDOUTS/WORKSHEETS
A. Appendix 1A: Elements of Short Stories Transparency
B. Appendix 1B: Elements of Short Stories Handout
C. Appendix 2A: Inference Graphic Organizer
D. Appendix 2B: Venn Diagram
E. Appendix 3A: Caption Strips
F. Appendix 4A: Flip Summary (Front)
G. Appendix 4A: Flip Summary (Backside)
H. Appendix 4B: Flip Summary Rubric
I. Appendix 5A: Diorama Instructions Overhead
J. Appendix 5B: Setting Handout
K. Appendix 5C: Setting Examples
L. Appendix 5D: Diorama Rubric
M. Appendix 6A: Assignment Sheet
N. Appendix 6B: Scene Breakdown Sheet
O. Appendix 6C: Group Assignment Sheet
P. Appendix 6D: Scene Rubric
Q. Appendix 8A: Guidelines for Movie Poster
R. Appendix 8B: Movie Poster Rubric
S. Appendix VI A: Award
T. Appendix VI B: Invitation

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Elements of Short Stories

- The SETTING: when and where the story takes place.

- The POINT OF VIEW: who is telling the story.

- The CHARACTERS: the people in the story.
    o PROTAGONIST: main character, the good guy.
    o ANTAGONIST: the bad guy.

- The PLOT of the story: what happens in the story; the sequence of events.

    o CONFLICT: the problem the main character faces.

    o CLIMAX: the high point of the story, the point where the reader knows who wins the conflict.

    o FALLING ACTION/RESOLUTION: the conclusion of the story; the rest of the story after the climax.

- MOOD: The emotion or feeling in the story.

- THEME: why the author wrote the story. The message the author wants to get across. The moral of the story.
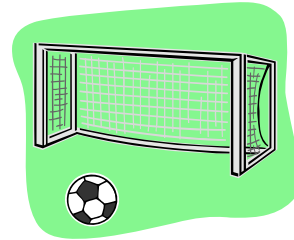
Appendix 1B

Name _____

Elements of Short Stories: Handout
Fill in the blanks.

- The _____: when and where the story takes place.

- The _____: who is telling the story.

- The _____: the people in the story.
    - _____: main character, the good guy.
    - _____: the bad guy.

- The _____of the story: what happens in the story; the sequence of events.

    - _____: the problem the main character faces.

    - _____: the high point of the story, the point where the reader knows who wins the conflict.

    - _____: the conclusion of the story; the rest of the story after the climax.

- _____: The emotion or feeling in the story.

- _____: why the author wrote the story. The message the author wants to get across. The moral of the story.
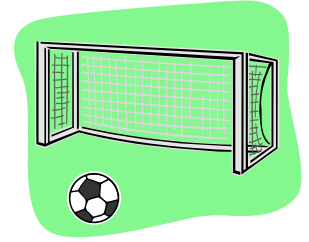
Appendix 2A

Short Story Inference Organizer

Setting

Quote:

Quote:

Question:

Title

Resolution

Question:

Question:

Question:

Main Character

Quote:

Quote:

Conflict

Four Sentence Story:

1. (setting)

2. (main character)

3. (conflict)

4. (resolution)

Appendix 2B

My Story

Similarities

Piggybook
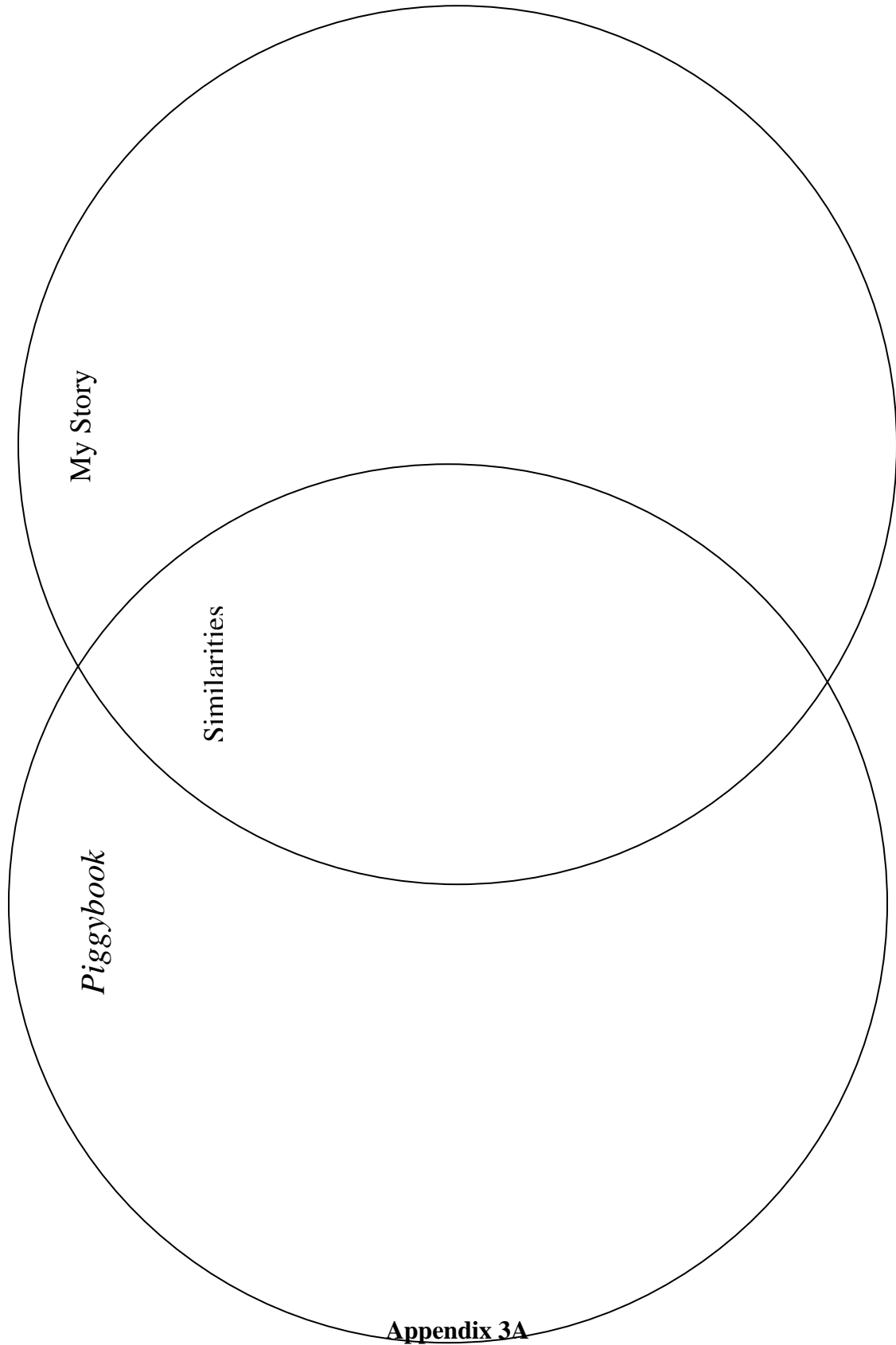
Appendix 3A

Caption Strips (Main Character)

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen *me*. You should have seen how wisely I proceeded – with what caution – with what foresight- with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him.

(Poe 63-64)

Caption Strips (Setting)

To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard me, for he moved on the bed suddenly, as if startled… His room was as black as pitch with the thick darkness (for the shutters were close fastened, through fear of robbers), and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.

(Poe 64-65)

Caption Strips (Conflict)

And this I did for seven long nights – every night just at midnight – but I found the eye always closed; and so it was impossible to do the work, for it was not the old man who vexed me, but his Evil Eye. 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, and inquiring how he had passed the night.

(Poe 64)

Caption Strips (Resolution)

… but the noise steadily increased. Oh God! What *could* I do? I foamed—I raved—I swore? I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder—louder—*louder!* And still the men chatted pleasantly, and smiled…. I could bear those hypocritical smiles no longer! ...
    "Villains!" I shrieked, "dissemble no more! I admit the deed!—tear up the planks! Here, here!—it is the beating of his hideous heart!"

(Poe 68-69)

PICTURE:	PICTURE:	PICTURE:	PICTURE:
IN "THE TELL TALE HEART:" CONCLUSION:	IN "THE TELL TALE HEART:" CLIMAX:	IN "THE TELL TALE HEART:" CONFLICT:	IN "THE TELL TALE HEART:" MAIN CHARACTER:

Appendix 4A, page 2 (backside)

DEFINITION:

DEFINITION:

DEFINITION:

DEFINITION:

Flip Summary Rubric
Student Name:

|	**1**	**2**	**3**	**4**	**Total**
Definition	Student writes a one word definition, or definition is extremely obscure	Student writes a 2-3 word definition, or the definition is fairly obscure	Student includes most of the definition information and there is very little obscurity if any	Student includes all of the definition information and may have added additional information explaining the word	
Application of term to "The Tell-Tale Heart"	Student writes only one or two words about how the term is represented in "The Tell-Tale Heart" and gives only one example or very obscure examples of plot	Student briefly and inadequately explains how each term applies to the plot of "The Tell-Tale Heart and gives a few examples	Student explains fairly well how each term applies to plot of "The Tell-Tale Heart" by giving examples	Student fully explains how the term applies to the "Tell-Tale Heart" by giving detailed examples of what occurred in the plot for each term	
Picture	Picture is extremely basic, hastily drawn, or very obscure in depicting a scene or idea from "The Tell-Tale Heart the represents how the term is applied to the story	Picture is basic and partially depicts a scene or idea from "The Tell-Tale Heart" that represents how the term is applied to the story	Picture is detailed and adequately depicts a scene or idea from "The Tell-Tale Heart" that represents how the term is applied to story	Picture is very detailed and effectively depicts a scene or idea from "The Tell-Tale Heart" that directly represents how the term is applied to story	

Total____/12

Flip Summary Rubric
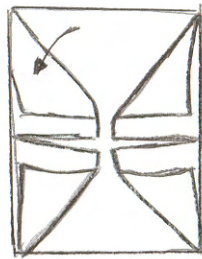## Student Name:

Appendix 5A

Diorama
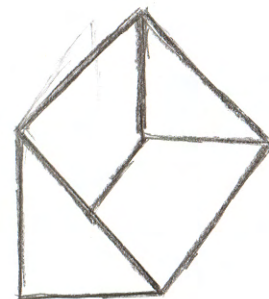
1. Make a shutter fold.
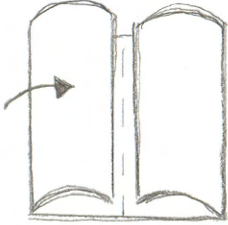
2. Cut across the middle of the shutters, creating four flaps.

3. Fold the inside corners back to the outer edges. Repeat for the

   bottom two flaps.

4. Fold the paper in half and overlap the folded triangles to make a

   diorama that doesn't require staples or glue.

Appendix 5B

"And every night about midnight I turned the latch of his door and opened it oh, so

gently! And then, when I had made an opening sufficient for my head, I put in a dark

lantern all closed, closed so that no light shone out, and then I thrust in my head. Oh, you

would have laughed to see how cunningly I thrust it in! I moved it slowly, very, very

slowly, so that I might not disturb the old man's sleep. It took me an hour to place my

whole head within the opening so far that I could see him as he lay upon his bed. Ha! -

would a madman have been so wise as this? And then when my head was well in the

room I undid the lantern cautiously -- oh, so cautiously -- cautiously (for the hinges

creaked), I undid it just so much that a single thin ray fell upon the vulture eye." (Poe

64).

Appendix 5C

Setting Examples

1. There was a man sleeping in his bed when I walked into the room.

2. "And every night about midnight I turned the latch of his door and opened it oh, so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern all closed, closed so that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly, very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha! -would a madman have been so wise as this? And then when my head was well in the room I undid the lantern cautiously -- oh, so cautiously -- cautiously (for the hinges creaked), I undid it just so much that a single thin ray fell upon the vulture eye." (Poe 64).

Appendix 5D

Diorama Grading Rubric

	1	**2**	**3**	**4**	**Total**
Creativity	The student finished the assignment, but gave no evidence of trying anything unusual.	The student thought of one idea and carried it out adequately, but it lacked originality.	The student thought of a few ideas, or based my work on someone else's idea.	The student thought of many ideas, tried unusual combinations and made connections to previous knowledge.	
Crafts-manship	The diorama looks thrown together at the last minute. It appears that little design or planning was done. Craftsmanship is poor.	The diorama and construction were planned out. The item has several flaws	The diorama shows that the creator took pride in his/her work. The design and construction look planned out. The item has a few flaws.	The diorama shows that the creator took great pride in his/her work. The design and construction look carefully planned. The item has no flaws.	
Drawing	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control	Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture.	Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting. Student has great control and is able to experiment a little.	
Time/Effort	Class time was not used wisely and the student put in no additional effort.	Class time was not always used wisely.	Class time was used wisely. Student could have put in more time and effort.	Class time was used wisely. Much time and effort went into the planning and design of the diorama.	

Total _____/16

"The Tell-Tale Heart" Preview

You and your team will create a preview.

TOPIC: "The Tell-Tale Heart" by Edgar Allen Poe

LENGTH: Approximately 1-2 minutes

LOCATION: You may tape any where in the building. However, you must get advanced permission to tape in the restrooms, offices, classrooms, and the courtyard.

FINISHED PROJECT: will contain . . .
Title, Opening credits, tagline, the stuff you taped, release date, theatre location, and rating.

OPTIONAL EXTRAS: Should you have time . . . music, transitions, special effects

DUTIES OF THE GROUP:
1. Each group is responsible for choosing who will do what.
2. You must choose a director, actors, and a cameraperson. Some people in a group may have more than one responsibility.
3. You must create an original name for your production company. For example: DreamWorks, Disney, Warner Bros.
4. Read and sign all contracts.
5. Submit a plan containing your scene breakdown chart.
6. Shoot your preview.
7. Edit preview.
8. Present preview at Fall Festival

Appendix 6B

Scene Breakdown Chart

Group Members: _____,_____,
      Date:_____
            _____,_____
      Production Company:

_____

"This is my preview. There are many like it, but this one is MINE."

Clips	Filming Location	Time/Date	Actors	Length

Group Member Assignments

I agree to make sure that my group gets all assigned work finished. I agree to be an asset to this group. I agree to be cooperative, and keep up with all materials. I understand that this project is worth _____ grades, and that we will all be graded together.

My job is DIRECTOR and I will do it well._____

My job is CAMERAPERSON and I will do it well._____

My job is ACTOR and I will do it well._____

My job is ACTOR and I will do it well._____

Our Production Company's name is:

_____

Props needed for our video.	Who will be responsible for bringing the needed props on our filming day?

Costumes needed for our video.	Who will be responsible for bringing the needed costumes on our filming day?

_____   _____

Teacher Signature   **Date**

Lesson 6 Rubric

	1	**2**	**3**	**4**	**Total**
Title and opening tagline.	Title is small, incorrect or hardly visible. Tagline is missing or off-topic.	Title is easy to read and only minimal errors. Tagline is heard, has few errors and is basically on-topic.	Title is spelled correctly. Tagline has few to no grammatical errors and is on-topic.	Title is spelled correctly and emphasized creatively with sound and graphics. Tagline is grammatically correct, creative and on-topic.	
Clip one, Quote one	Clip does not pertain to the quote, is off-color or missing. Quote is missing or misunderstood.	Clip vaguely pertains to quote, is understood with some help and has no creativity. Quote is said with no feeling or misunderstood.	Clip pertains to quote, is understood but has minimal creativity. Quote has few errors, is heard but has little inflection.	Clip pertains to the quote, is creative and easily understood. Quote is correct and creatively expressed.	
Clip two, Quote two	Clip does not pertain to the quote, is off-color or missing. Quote is missing or misunderstood.	Clip vaguely pertains to quote, is understood with some help and has no creativity. Quote is said with no feeling or misunderstood	Clip pertains to quote, is understood but has minimal creativity. Quote has few errors, is heard but has little inflection.	Clip pertains to the quote, is creative and easily understood. Quote is correct and creatively expressed.	
Clip three, Quote three	Clip does not pertain to the quote, is off-color or missing. Quote is missing or misunderstood.	Clip vaguely pertains to quote, is understood with some help and has no creativity. Quote is said with no feeling or misunderstood	Clip pertains to quote, is understood but has minimal creativity. Quote has few errors, is heard but has little inflection.	Clip pertains to the quote, is creative and easily understood. Quote is correct and creatively expressed.	
Creativity	Voice has no feeling. Graphics are nonexistent. Sound is missing or poor.	Voice has little feeling. Graphics and sound have minimal creativity.	Voice has sufficient feeling. Graphics and sound are present with some creativity.	Voice, graphics and sound are exceptionally creative.	

Guidelines: Movie Poster for "The Tell-Tale Heart"

Assignment: Your group works for a design agency that has asked you to create a catchy poster to advertise the release of a new movie called "The Tell-Tale Heart." With your group members, you must come up with a concept for the poster that will persuade people to want to go see the movie. You will create and print this poster using the resources in the computer lab.

Your poster must include the following things:

- **The movie <u>title</u>: "The Tell-Tale Heart"**
- **A <u>catchy phrase</u> that entices whoever sees the poster that this movie is a *must* see**
- **A <u>picture</u> that makes the viewer curious about the plot of the movie (picture should be a digital photograph taken during the filming of "The Tell-Tale Heart" movie trailer)**
- **Information about <u>when</u> the movie comes out and the <u>rating</u> of the movie**

_ _

Movie Poster for "The Tell-Tale Heart" Rubric

	1	**2**	**3**	**4**	**Total**
Title and important informati on about the movie	Poster includes only the title or the other information on the poster is incorrect or obscure concerning the rating and when the movie comes out	Poster includes only part of the information or an incomplete explanation of the information about the title, when the movie comes out, and the movie rating	Poster includes adequate information including the title, when the movie comes out, and the movie rating	Poster includes detailed information including the title, when the movie comes out, and the rating of the movie	
Catchy Phrase	Poster includes a phrase that does not have any captivating qualities and leaves the viewer either confused or without any curiosity about the film	Poster includes a phrase that is only a little bit captivating and leaves the viewer with only a slight curiosity about the film	Poster includes a fairly catchy phrase that leaves the viewer fairly curious about the film and fairly convinced that the movie should be seen	Poster includes a very catchy phrase that leaves the viewer curious about the film or convinces the viewer that the movie must be seen	
Picture	Picture is extremely basic, hastily drawn, obscure, or poorly depicts a scene or idea from "The Tell-Tale Heart to try to interest the viewer	Picture is basic and partially depicts a scene or idea from "The Tell-Tale Heart" that interests or engages the viewer	Picture is detailed and adequately depicts a scene or idea from "The Tell-Tale Heart" that interests and engages the viewer	Picture is very detailed and effectively depicts a scene or idea from "The Tell-Tale Heart" that captivates and engages the viewer	
Layout	The font, position of text, and position of the picture were not thought about at all which is evident in the haphazard placement of these items	The font, position of text, and position of the picture were not thought about in depth which is evident in the almost haphazard placement of these items	The font, position of text, and position of the picture are placed fairly carefully to catch the viewers eye	The font, position of the text, and positioning of the picture are carefully and intentionally placed to catch the viewers eye	

Total___/16

Award of Excellence

Given to

for Achievement in

O.L. Slaton Jr. High School
Home of the Knights

You are cordially invited to
The Fall Festival of Previews
Join us in watching and selecting
standout performances

on Friday
the 28th day of October, 2005
during Mr. Lafuente's Class