

Poetic Justice: A Study of Poe=s Famous Works

Grade Level: 7th

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Length of Unit: 10 Days

I. ABSTRACT

This unit will explore some of Edgar Allan Poe=s most famous literary works. This unit is designed to enable students to appreciate the works of the father of the modern short story. Study the master at work in several literary genres: short story, characterization, and interpretation. Skills include appreciation of cultural differences, oral recitation, and creating original stories.

II. OVERVIEW

A. Concept Objectives:

1. Students will recognize and understand the distinguishing features of genres.
2. Students will understand how literary and plot devices are employed to move a written text.

B. Core Knowledge Content

1. "The Tell-Tale Heart" - Grade 7, English
2. "The Purloined Letter" - Grade 7, English
3. Literary Elements - Grade 7, English
4. Coordinate Planes, Grade 7, Math
5. Geometry, Grade 7, Math

C. Skill Objectives:

1. Scale drawings
2. Story mapping
3. Prime and Composite Numbers
4. Letter Writing
5. Journal Writing
6. Venn Diagramming
7. Characterization
8. Role Playing
9. Comparing and contrasting
10. Creative Writing

III. BACKGROUND KNOWLEDGE

A. For Teachers: Kennedy, X.J. Literature: An Introduction to Fiction, Poetry, and Drama. Boston: Little, Brown, and Company, 1989.

B. For Students

IV. RESOURCES

Hirsch, Jr. E.D. What Your Sixth Grader Needs to Know. New York: Dell Publishing, 1993 ISBN 0-385-31467-1

V. LESSONS

Lesson One (Day 1):Gothic City-A study of the gothic tale

A. Daily Objectives:

1. Lesson Content:
 - a. Edgar Allen Poe
 - b. Gothic story elements

2. Concept Objective: Students will recognize and understand the distinguishing features of the gothic tale genre.
 3. Skill Objectives:
 - a. Students will identify gothic story elements
 - b. Students will identify story elements
- B. Materials:
1. Literature by X.J. Kennedy
 2. Feeling cards-Appendix A
 3. Plot/Story Cards-Appendix B
 4. Poe Biography-Appendix C
 5. Journal Entry - Appendix F
- C. Key Vocabulary:
1. Gothic
 2. Protagonist
- D. Procedures:
1. Invite students to define for vocabulary words
 2. Discuss the dictionary definitions. Have students add adjectives to describe a gothic story to their ABC Adjective list-Appendix D
 3. Show plot/story cards-comedic and romantic. Discuss the feelings that these pictures invoke and how these scenes differ from a gothic scene.
 4. Give students background on Edgar Allan Poe's life. Discuss whether or not his own life lends itself to a gothic tale.
 5. Have students use their knowledge of gothic literary elements and the Poe biographical information to create an original gothic setting using Poe as the protagonist.
 6. Journal Entry-Appendix F
- E. Assessment:
1. Oral discussion of gothic literary devices
 2. Journal
 3. Story Setting

Lesson Two: (Day 2): AIt's *The Pits*"

- A. Daily Objectives:
1. Lesson Content:
 - a. "The Pit and the Pendulum"
 - b. Literary elements
 2. Concept Objective: Students will understand how literary and plot devices are used to move a text.
 3. Skill Objectives:
 - a. Students will identify gothic literary elements in The Pit and the Pendulum
 - b. Students will identify the literary elements of plot, setting, and characterization.
- B. Materials:
1. The Pit and the Pendulum by Tom Doherty
 2. Story Map-Appendix H
 3. Journal
- C. Key Vocabulary: Story Vocabulary-Appendix E
- D. Procedures:
1. Read the first two paragraphs of The Pit and the Pendulum aloud. Ask students to identify the setting.
 2. Have the students predict the ending to The Pit and The Pendulum
 3. Have students read the rest of the story

4. Students will take notes and discuss their findings of gothic literary elements in the story.
 5. Create a story map as a class
- E. Assessment:
1. Class Discussion of literary elements
 2. Journal Entry-Appendix F
 3. Story Map

Lesson Three (Day 3)-@The Pit or the Polygon?@

A. Daily Objectives:

1. Lesson Content:
 - a. "The Pit and the Pendulum"
 - b. Geometry
2. Concept Objective: Students will recognize and understand the distinguishing features of the gothic genre.
3. Skill Objectives:
 - a. Students will identify geometrical terms in the story
 - b. Students will use the geometrical terms and dimensions specified in the story to create a scale drawing of the pit

B. Materials:

1. The Pit and the Pendulum
2. Graphing paper
3. Protractor
4. Pattern blocks

C. Key Vocabulary

1. Journal
2. Polygon
3. Right angle
4. Obtuse angle
5. Geometry

D. Procedures:

1. Reread passages from The Pit and the Pendulum pages 145-147
2. Discuss the references to mathematical terms within these pages
3. Journal Entry-Appendix F
4. Discuss vocabulary terms-Appendix E
5. Have students identify polygons and their angles using pattern blocks and a protractor
6. Have students use the dimensions used in the story to create a scale drawing of the pit making sure that they calculate area, the angle types, and the shape of the pit.

E. Assessment:

1. Journal
2. Scale drawing

Lesson Four (Day 4)-@France and the U.S. square off on the issue of search and seizure@

A. Daily Objectives:

1. Lesson Content:
 - a. "The Purloined Letter"
 - b. Search and seizure laws
2. Concept Objective: Students will understand the distinguishing features of the gothic genre.
3. Skill Objectives:
 - a. Students will identify the French governments laws regarding search and seizure from their reading of The Purloined Letter

- b. Students will identify the U.S. law regarding search and seizure
 - c. Students will compare and contrast these laws
 - d. Students will create a Venn Diagram
- B. Materials:
- 1. Venn Diagram worksheet-Appendix I
 - 2. The Purloined Letter by Tom Doherty
 - 3. Journal
 - 4. 4th Amendment from the U.S. Constitution-Appendix J
- C. Vocabulary:
- 1. Search and seizure
 - 2. Search warrant
 - 3. Story vocabulary-Appendix E
- D. Procedures:
- 1. Invite discussion on the vocabulary words. Guide students in reaching the correct definition
 - 2. Have students read silently pages 192-193 in The Purloined Letter
 - 3. Have students identify the French way of searching for stolen items
 - 4. Discuss our laws regarding search and seizure
 - 5. Journal Entry-Appendix F
 - 6. Have students complete a Venn Diagram comparing and contrasting the French and U.S. laws regarding search and seizure
- E. Assessment:
- 1. Journal
 - 2. Venn Diagram

Lesson Five (Day 5)-@If You're Going to Write a Letter, Make sure it's Right!@

- A. Daily Objectives:
- 1. Lesson Content:
 - a. "The Purloined Letter"
 - b. Letter Writing
 - 2. Concept Objective: Students will understand the distinguishing features of the gothic genre.
 - 3. Skill Objective: Students will identify and use correctly the format for a friendly letter and a business letter.
- B. Materials:
- 1. Transparencies of business and friendly letters
 - 2. White paper
 - 3. Blue or black pen
 - 4. Overhead
- C. Key Vocabulary-None
- D. Procedures:
- 1. Model the correct format and tone for both a friendly letter and a business letter
 - 2. Discuss Mr. Perfect's ineptness when it came to finding the stolen letter.
 - 3. Have one-half of the class write a friendly letter and have the other half write a business letter to Mr. Perfect telling him how they could have solved the case faster.
 - 4. Journal Entry-Appendix F
- E. Assessment:
- 1. Journal
 - 2. Letter Writing

Lesson Six (Day 6)-@The Purloined Letter-Coordinated!@

- A. Daily Objectives:
1. Lesson Content:
 - a. "The Purloined Letter"
 - b. Coordinate planes
 2. Concept Objective: Students will understand the distinguishing features of gothic genre.
 3. Skill Objectives:
 - a. Students will use the coordinate system correctly as evidenced by their finding a city on a map
 - b. Students will plot points on a graph
 - c. Students will identify ordered pairs
- B. Materials:
1. Graphing Paper
 2. World Map
 3. Colored Pencils
 4. Journal
 5. Coordinate Graphing Sheet-Appendix K
- C. Key Vocabulary:
1. Coordinate
 2. Ordered Pair
- D. Procedures:
1. Reread page 204 of *The Purloined Letter*
 2. Discuss why Mr. Dudin thinks it important that one be able to graph
 3. Review vocabulary
 4. Use coordinate graphing to model how to find a city on a map
 5. Have the students locate Paris using coordinates
 6. Coordinate graphing worksheet on settings involved in Poe's stories-Appendix K
 7. Journal Entry-Appendix F
- E. Assessment:
1. Graphing Sheet
 2. Journal Entry

Lesson Seven (Day 7)-@The Tell-Tale or Tail Heart@

- A. Daily Objectives:
1. Lesson Content:
 - a. "The Tell-Tale Heart"
 - b. Homophones
 2. Concept Objectives: Students will understand how literary devices are employed to move a text.
 3. Skill Objectives:
 - a. Students will be able to apply their knowledge of gothic literary devices to The Tell-Tale Heart
 - b. Students will identify homophones and use them correctly
- B. Materials:
1. Pear
 2. Pair of shoes
 3. Poe's Homophones sheet-Appendix L
 4. Journal
 5. The Tell-Tale Heart by Tom Doherty
- C. Vocabulary:
1. Story vocabulary-Appendix M

2. Homophone
- D. Procedures:
 1. Read the *Tell-Tale Heart* aloud
 2. Discuss what makes the story a gothic tale
 3. Discuss story vocabulary
 4. Define homophones using a pear and a pair of shoes
 5. Homophone sheet
 6. Journal Entry-Appendix F
- E. Assessment:
 1. Homophone sheet
 2. Journal Entry

VI. CULMINATING ACTIVITY Lesson Nine (Day Nine)- - Make them Happy!®

- A. Daily Objectives:
 1. Lesson Content:
 - a. Literary Terms
 - b. Creative Writing
 2. Concept Objectives:
 - a. Students will recognize and understand the distinguishing features of genres.
 - b. Students will understand how literary and plot devices are employed to move a written text.
 3. Skill Objective: Students will work in groups to change the ending of one of Poe's stories
- B. Materials:
 1. Fold-Out Books- Appendix Q
 2. Paper
 3. Markers
 4. Pens/Pencils
 5. Construction paper
- C. Key Vocabulary: None
- D. Procedures
 1. Review gothic literary terms
 2. Have groups brainstorm ways in which they could lighten-up= one of Poe's stories
 3. Have groups rewrite the ending to a Poe story
 4. Have students make a fold-out book out of their story
 5. Allow groups to share their happy endings
 6. Journal Entry-Appendix F
- E. Assessment:
 1. Fold-out book
 2. Journal Entry

VI. HANDOUTS/WORKSHEETS

See attached Appendices A, B, C, D, E, F, G, H, I, J, K, L, M, P, Q, R

VII. BIBLIOGRAPHY

- Doherty, Tom. Edgar Allan Poe: A Collection of Stories. New York: Tom Doherty Associates, 1988. ISBN 0-812-50455-0
- Hirsch, Jr. E.D. The Cultural Literacy Dictionary. New York: Houghton-Mifflin, 1993 ISBN 0-0395-35476-1
- Hirsch, Jr. E.D. What Your Sixth Grader Needs to Know. New York: Dell Publishing, 1993 ISBN 0-385-31467-1

Kennedy, X. J. Literature: An Introduction to Fiction, Poetry, and Drama. Boston: Little, Brown and Company, 1989. ISBN 78-61737

Sampson, Mary and Michael Sampson. Pathways to Literacy: Strategies from the Bill Martin, Jr. Workshop. Commerce, TX: Institute of Literacy Learning, 1994.

Feeling Cards - *

You may use any adjectives you wish to describe a comedic or romantic situation.

hilarious

touching

sad

funny

caring

hysterical

sweet

happy

loving

* These are 3x5 index cards

Plot Cards

These 3x5 cards have comedic or romantic situations written on them. Use these cards with the feeling cards.

The dog licked his puppy in the face.

The janitor slipped on the banana peel.

They threw a coconut pie in the principal's face.

She hugged her newborn daughter.

Momma Bear wiped Baby Bear's tears.

The chair the man was sitting in toppled to the floor.

Appendix C

Edgar Allan Poe was born in 1809, and he died in 1849. He is known as the father of the short story and of the mystery genre. He became famous for the poem, *The Raven*, in 1845. Not only was Poe an accomplished writer, but he was also known for his work in the literary criticism.

The Pit and the Pendulum

abyss
accentuation
aperture
avidity
dimensions
epoch
inanition
locution
moiety
prostrate
scimitar
surcingle

The Purloined Letter

admeasurement
allude
au fait
au trois sieme
boudoir
enkindle
excavated
ingenious
juxtaposition
perusal
purloined
recherches

“Poetic Adjectives”

Directions: Fill in each blank with an adjective that starts with that letter.

A

B

C

Demented

E

F

G

H

I

J

K

L

Mansions

N

Oppressive

P

Q

R

S

T

U

V

W

X

Y

Z

Appendix F

Journal Entries

Lesson 1-Discuss how a gothic tale is different from a straight-forward mystery you've read recently.

Lesson 2-Discuss what you feel would be the worst form of torture you could go through from the ones that are mentioned in *The Pit and the Pendulum*.

Lesson 3-Why does Poe delve so deeply into the mathematical concept of geometry when discussing the pit? Do you feel this detail is necessary?

Lesson 4-Which type of letter would you rather write to Mr. Perfect--a friendly letter or a business letter? Why?

Lesson 5-Who is better at asking for directions in your family-your mom or your dad? Why do you think this is so?

Lesson 6-Do you think the French or the United States has the fairest laws regarding search and seizure?

Lesson 7- *The Tell-Tale Heart* is the shortest story we've studied. Do you still feel this story is worthy of being included in the gothic genre? Why?

Lesson 8- Do you feel that the old man's eye was real or do you think the killer just imagined it?

Lesson 9-Who was your favorite character out of all the characters we've studied?

Lesson 10-How did your group decide on which story they wanted to write about?

/100 pts.

2 paragraphs minimum for each entry

The Pit and the Pendulum
Quiz

Directions: Answer the following questions completely and accurately.

/25 points

Short Answer:

1. Which would be more preferable to you: instant death or the tortures the prisoner suffered? Why?
2. How did the rats that were so abhorred by the prisoner actually become a life-saving tool for him?
3. Describe in detail how what you predicted would happen as the prisoner stood at the edge of the pit differed from his final fate.

The Purloined Letter
Quiz

/25 pts

Directions: Answer each question completely and accurately.

Short Answer:

1. This story differs in tone from the other Poe stories we've studied; however, it is still classified as a gothic tale. Discuss the elements that cause it to be considered in the gothic genre.

2. Why does Mr. Dudin place so much value on the use of mathematics in outsmarting Mr. Perfect?

3. Describe in detail how Mr. Dudin found the letter.

Name:

The Tell-Tale Heart
Quiz

Directions: Answer each question completely and accurately.

SHORT ANSWER

1. Discuss why you believe the killer constantly tries to convince the reader that he's not 'mad.'
2. Describe how the killer planned the old man's death.
3. Why do you believe that the killer imagined he could still hear the beating of the old man's heart after the man was dead?

Story Map

Title: _____

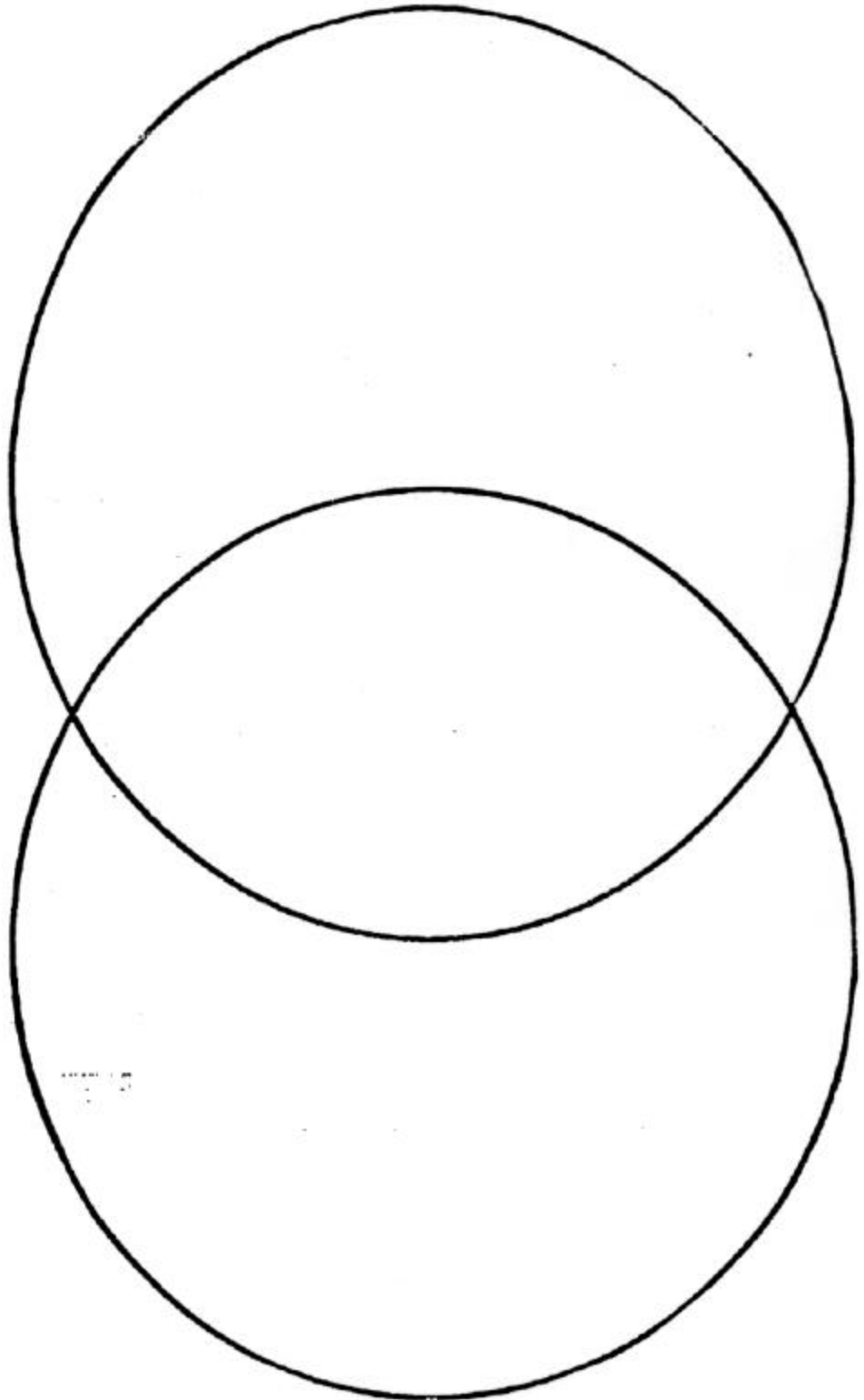
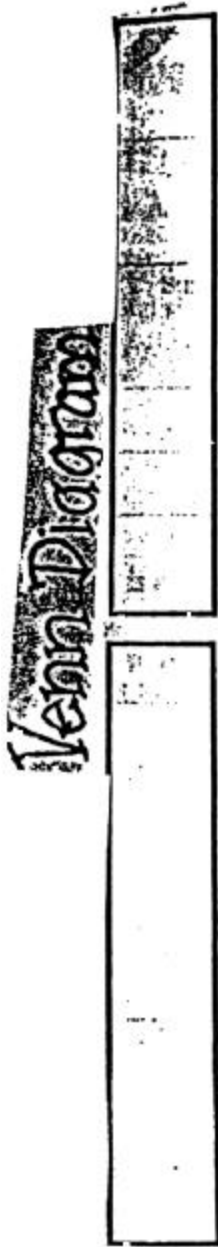
Setting

Characters

Problem

Events

Solution

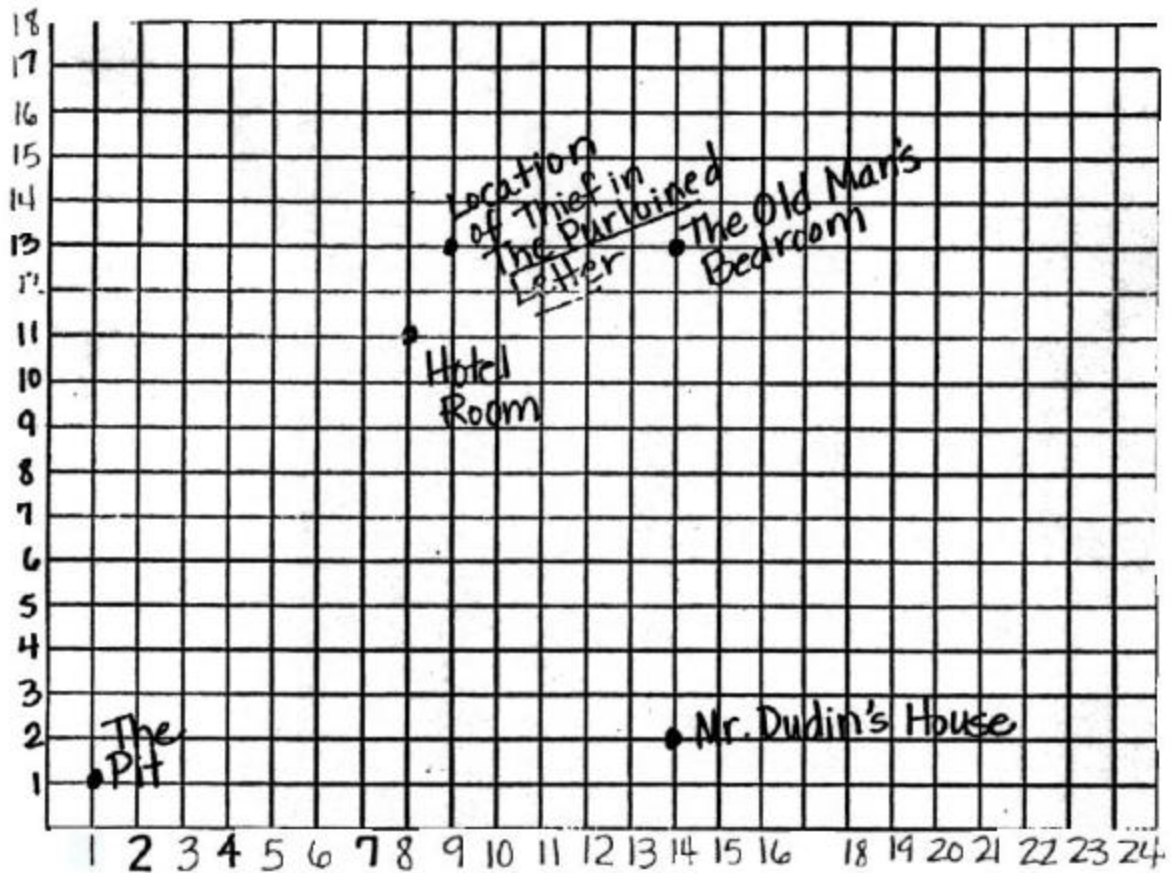


4th Amendment Law Regarding Search Warrants

A search warrant may be issued only on a oath that a crime was probably committed and that the items sought are probably in the place sought to be search. A warrant must be issued by a court, and the court order must specify the place and objects to be searched.

Coordinate Graphing

Directions For each Poe setting write the ordered pairs



- A The hotel room (8, 11)
- B The pit (1, 2)
- C Mr Dudin's house (14, 2)
- D Thief's location (9, 13)
- E Old Man's Bedroom (14, 13)

Appendix L

Name:

Poe Story Homophones

Directions: Circle the correct homophone in each sentence. /12 pts.

1. The prisoner (knew/new) he was going to die.
2. He could (here/hear) the rats scurrying around his body.
3. Mr. Dudin wanted to find the (write/right) letter.
4. Mr. Perfect looked to (see/sea) if the thief was home before he made his search.
5. Mr. Perfect did (knot/not) want to give Mr. Dudin the money.
6. The thief wanted to spend the money on his (son/sun).
7. The killer listened to the old man's heart (beat/beet).
8. (To,Two,Too) times a night, the killer would sneak into the old man's room.

The Tell Tale Heart
Story Vocabulary

audacity
bade
derision
dissimulation
hideous
sagacity
sufficient
trifles

Appendix P

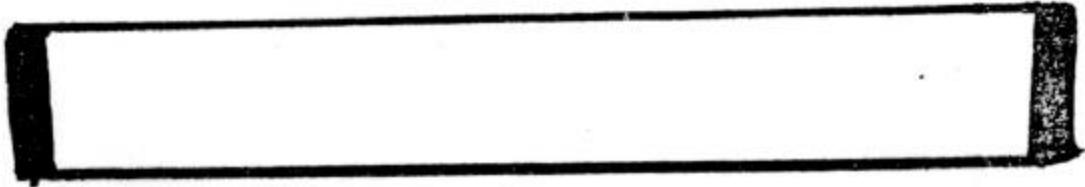
Character Mobile Instructions

Give each student 6 3x5 index cards. Have them write a description of their favorite character on each card. The students should also decorate their cards, either with hand-drawn pictures, or pictures cut out from magazines. Punch a hole in each card and loop yarn through the holes. Attach the yarn to a wire hanger. Display around the room.

Instructions for Making a Fold-Out Book

Cut a 4" wide strip of construction paper and fold into accordion creases. On each section, have the students write a portion of the story along with a picture. These pictures can be drawn, or the students may use pictures from a magazine. The front and back of the construction paper can be made out of tag board paper and glued on the construction paper for durability.

Setting Map

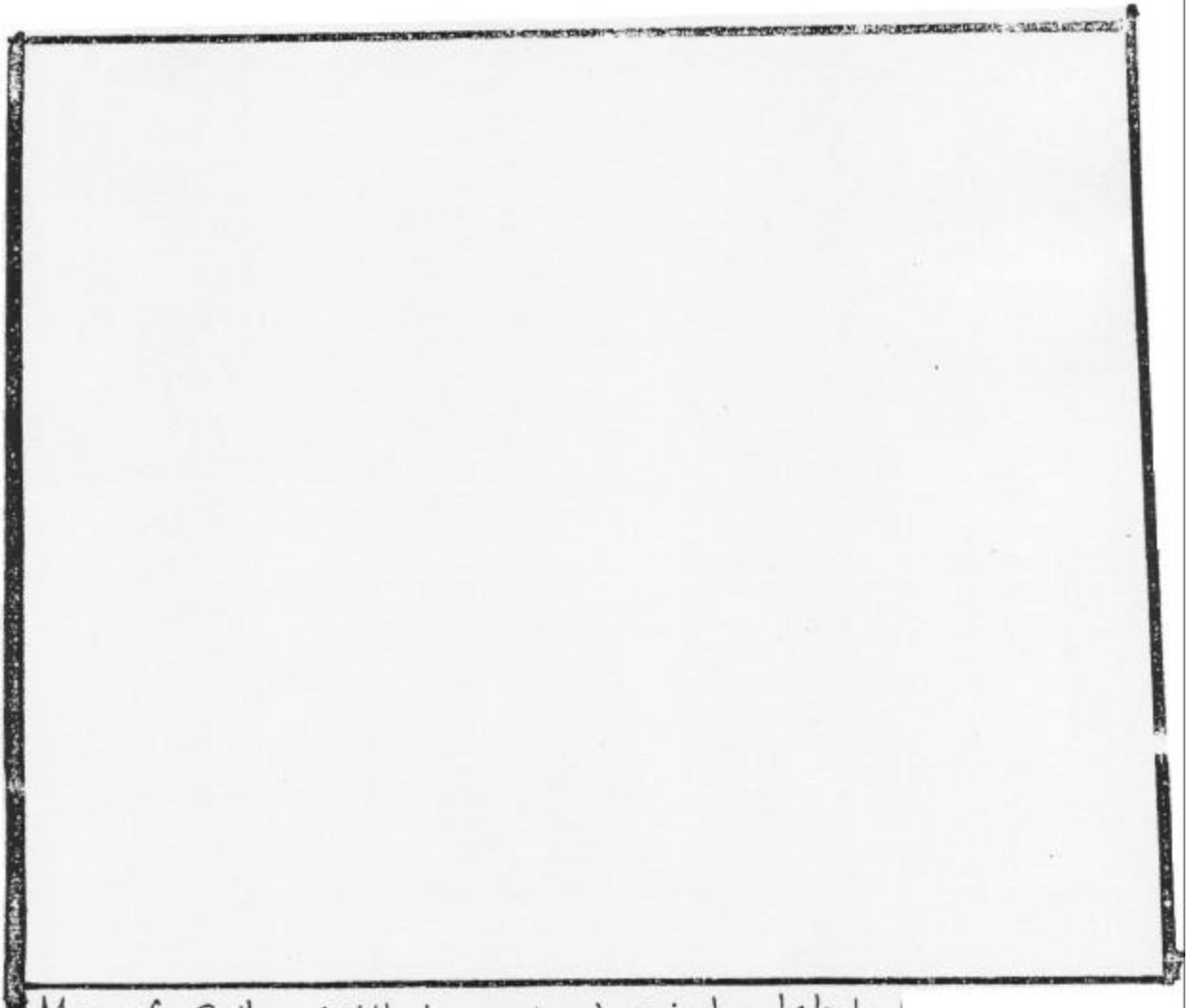


Setting

Setting is imaginary actual

The setting can be found in the following book

_____ by _____



Map of Setting with important points labeled