

# Lesson Plan Template

**Teacher:** Kasey Watanabe  
**Subject:** English  
**Lesson Title:** My Poe Senses

## Classroom Details

**Time:** 55 min

**Equipment:** Teacher computer, projector, screen, Powerpoint presentations, audio of text, student textbooks, pens, highlighters, Chromebooks, rubric, Video Clip, Google Classroom

**Resources:**

<https://www.pbslearningmedia.org/resource/poe17-ela-heart/the-tell-tale-heart-edgar-allan-poe-buried-alive/>

<https://education.seattlepi.com/edgar-allan-poe-keep-reader-suspense-the-telltale-heart-6117.html>

<https://www.elacommoncorelessonplans.com/wp-content/uploads/2015/06/Suspense-in-Tell-Tale-Heart.pdf>

## Content Details

**Grade:** 9

**Standard(s):**

Reading Standards for Literature: Grades 9-10

RL1-

Cite strong and thorough textual evidence to support analysis of what the text

says explicitly as well as inferences drawn from the text.

Reading Standards for Literature: Grades 9-10

RL5-

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**Objective:**

1. Students will be able to analyze the structure of a literary text as it relates to mystery, tension, and surprise.
2. Students will be able to create accurate conclusion by using textual evidence.
3. Students will differentiate suspense by Pacing, Dangerous Action, or Foreshadowing.
4. Students will work collaboratively to expand on ideas.
- 5.

Time in mins.	Lesson Element	What is the teacher doing?	What are the students doing?	Notes / Tips
5 mins.	<b>Student Friendly Objective</b>	By the end of the lesson you should be able to identify several ways in which Poe creates suspense within “The Tell-Tale Heart” and apply these techniques for other texts.	Students are actively listening.	Be enthusiastic with the opening of the lesson and more students will be engaged.
5-8 mins.	<b>Link to prior knowledge (pre-assessment)</b> [Watch Video Clip]	Show video clip from PBS: Edgar Allan Poe: “Buried Alive”. Brief recap with students about “The Tell-Tale Heart”. Teacher facilitates discussion and asks thought provoking questions tailored to suspense within the story.	Students will be watching the video clip and recapping in their minds about our previous class session. They are free to take notes or draw pictures to help facilitate learning.	Students who were absent for the first read should have read the short story for homework.
15 mins	<b>Input / Modeling</b> [Close Read & Powerpoint]	Teacher will review a Powerpoint explaining about suspense in a literary work related to pacing, dangerous action, and foreshadowing. The Teacher will model a close read of the first pages of The Tell-Tale Heart by reading aloud and highlighting/annotating passages that	Students are actively listening and taking notes if helpful.  During the modeling of the close read, students should be annotating in their textbooks along with the teacher. Students should be engaged with the reading and ask questions should any arise.	Effective classroom management is needed for Modeling.

		create suspense on the projector.		
	<b>Transition</b>			
<b>10 mins</b>	<b>Guided Practice (checking for understanding)</b> [close read and 1 passage]	Teacher will pass out assignment. Teacher will walk around and observe the work of students, ask questions, facilitate discussion among group members.	Students will continue to complete a close read in groups of 4 and annotate together. The collaboration helps generate ideas and motivate engagement.  After the close read, students will find one passage together and discuss how it should be categorized within the chart.	Each student will turn in their own assignment even though part of the assignment will be completed in groups.
	<b>Transition</b>			
<b>10 mins.</b>	<b>Independent Practice (ongoing assessment)</b> [2-4 more passages]	Teacher will instruct students to continue finding passages and filling in their chart independently. Teacher will walk around and work with students one on one, focusing on those who are at-risk, SPED, ELLs, and gifted.  If there's a group of students who seem confused, teacher may choose to group those students together and model as necessary.	Students will independently find 2-4 more passages from the story and fill in the assignment.	Desks will be moved back to original places for individual work.  The students who finish early and have a firm grasp of the concepts and objectives can assist those who need more guidance.
	<b>Transition</b>			

<p><b>5 mins.</b></p>	<p><b>Closure (post-assessment)</b>  <b>[Sharing]</b></p>	<p>Based on observations, teacher will choose a couple individuals to share their ideas on their assignment aloud. The class will have a discussion whether they agree or disagree with the sharer and why.</p>	<p>A few students will share their chosen passages and how they categorized the textual evidence. The rest of the class will be listening and forming opinions, thoughts, concerns about the fitting of how the evidence was categorized. Students will decide with it's an appropriate fit or not and why.</p>	<p>Sharing allows specific types of learners to feel validated for their work.</p>
-----------------------	---	---	---	--