Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
7th grade	Reading		Literary Devices in Poetry and Short Stories

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days a week/60 minutes a day	3rd quarter	Reading Standards for Literature: Informational Text: Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure the author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Unit Description: This thematic unit is based on the Core Knowledge Sequence using the writings of Edger Allen Poe. Students will determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Standards: See instructions on page 15.	Reading Standards for Informational Text Craft and Structure **7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will complete a 10 pt. short answer quiz on Edgar Allan Poe activities focusing on Author's Point of View.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students will answer a 10 question quiz about Point of View. Questions 1,6 and 7 are worth 2 points, and the rest of the questions are worth one point each. Students will demonstrate mastery by scoring a 7 out of 9 which is at least a 70%.
Materials/Resources Needed *Include all items for the entire unit.*	Literature book, individual copies, handouts, assessments, rubrics

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Objective: Students will understand an author's point of view or purpose in a literary context. Anticipatory Set: Show students a vase. Ask them to draw the vase. What is different about all of the drawings? Instructional Input/Modeling: Teacher will share own drawing perspective. Class discussion on different points of view. Teacher will discuss Edgar Allan Poe. Students take notes. Guided Practice: Students will complete vocabulary on point of view: omniscient narrator Unreliable narrator Third person limited First person Independent Practice: Students will read "The Tell-Tale Heart" (TTH) and "The Cask of Amontillado" (TCA) by Edgar Allan Poe. They	Objective: Students will understand an author's point of view or purpose in a literary context. Anticipatory Set: Students review Vocabulary words by defining point of view vocabulary words in their Language Arts notebooks. Instructional Input/Modeling: Students respond and share their opinions of the differences between TTH and TCA through filling a compare and contrast chart on the board. Guided Practice: Teacher will review plot and setting points for both including point of view and the impact it has on the stories. Check for Understanding: Ask questions clarifying	Objective: Students will understand an author's point of view or purpose in a literary context. Anticipatory Set: Watch interrogation clip from show "Law and Order." Instructional Input/Modeling: Students discuss the characterization in both pieces according to the Point of view perspective. How might that change depending on who is telling the story? Discuss the Law and Order activity. Guided Practice: Students have the rest of the class period to work with partners on their Activity. Students will be writing their case down.	Objective: Students will understand an author's point of view or purpose in a literary context. Anticipatory Set: Read a sample re-write of Annabelle Lee—another one of Poe's work told from a different point of give. Students journal response about point of view. Instructional Input/Modeling: Teacher reviews point of view and guidelines for the Law and Order Activity. Independent Practice: Students continue to work on their Law and Order Activity about Point of View and will turn in the finished assignment at the end of the day. Closure: Students journal about the importance of point of view. Did changing the point of view change the story? Lead discussion on presentations on differing points of views. Students share responses and discuss.	Objective: Students will be demonstrate understanding of author's point of view or purpose in a literary context. Anticipatory Set: Answer questions from review sheet. Instructional Input/Modeling: Play 20 Questions about story. Guided Practice: Answer any questions that may have come up from the questions Independent Practice: Students will complete Quiz according to week's activities and learning. Closure: Why is point of view important?

	will analyze in groups the narrators as the narrators see themselves and as the reader sees them. Teacher will discuss point of view according to vocabulary words and the flow of the story. Talk about the genre. Students answer comprehension questions for both short stories in their notebooks. Closure: Review the answers to the questions. Ask students to share the answers.	point of view. Activity Introduction Students will work with partners on the "Law and Order" exercise on Point of View Handout. Independent Practice: Students will work rest of the planning and beginning their work on their "Law and Order" activity. Closure: Review main components of each point of view, previous literary elements, and Poe facts with students using a 5 minute Jeopardy Game.	Closure: Students journal their responses to each different point of view and if it makes them have a different opinion of the stories.	Review: Homework: Study for QUIZ on Poe and POV.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students will draw a vase to understand point of view. Students take notes, Students will work in groups to read the Tell Tale Heart and the Cask of Amantillado. Students will answer comprehension questions. Students will journal a response to teacher question on POV and characterization.	Students review Vocabulary words by defining point of view vocabulary words. Students respond and share their opinions of the differences between TTH and TCA through filling a compare and contrast chart on the board. Students answer questions clarifying point of view. Students will work with partners on the "Law and Order" exercise on Point of view. Handout Students will work on their "Law and Order" activity. Students review main components of each point of view, previous literary elements, and Poe facts with students using a 5 minute Jeopardy Game.	Students watch interrogation clip from show "Law and Order." Students discuss the characterization in both pieces according to the Point of view perspective. Students answer: How might that change depending on who is telling the story? Discuss the Law and Order activity. Students have the rest of the class period to work with partners on their Activity. Students will be writing their case down. Students journal their responses to each different point of view and if it makes them have a different opinion of the stories.	Students read a sample re-write of Annabelle Lee—another one of Poe's work told from a different point of give. Students journal response about point of view. Students continue to work on their Law and Order Activity about Point of View and will turn in the finished assignment at the end of the day. Students journal about the importance of point of view. Did changing the point of view change the story? Students share responses and discuss. Students will study for QUIZ on Poe and Point of view.	Students answer questions from review sheet. Students play 20 Questions about story. Students answer any questions that may have come up from the questions Students will complete Quiz according to week's activities and learning. Students answer: Why is point of view important?

Name_____ Date: _____

Point of View Quiz:
Edgar Allan Poe

Short answer: Answer in complete sentences as succinctly as possible. (10 Total Points)

1. What is the point of view of the narrator in "Tell Tale Heart"? How do you know? (2 points)

2. How would TTH change if it were written from a different point of view? (1 point)

3. What is an omniscient narrator? (1 point)

4. What is a third person limited narrator? (1 point)

5. What is a first person narrator? (1 point)

6. Who is the narrator in "The Cask of Amontadillo"? How does this affect the impact of the story on the reader? (Answer according to class discussion) (2 pts.)

7. If TCA was told in third person limited narrator, do you think the story would be as powerful ? Support your answer in 3-4 sentences (2 pts.)

Name: _____ Date: _____

Point of View Quiz:
Edgar Allan Poe
Answer Key

1. What is the point of view of the narrator of Tell Tale Heart? How do you know? (2 points)

It is from first person because he tells it from his perspective. He doesn't know all the other factors going on and because of the use of the pronoun "I".

2. How would the poem (TTH) change if it were written from a different point of view? (1 point)

Varies- Third person limited perspective would have heard the heartbeat. Another narrator may not know the turmoil in his mind.
Omniscient perspective would have known that the police were coming to investigate. It would not have been such a thrilling story.

3. What is an omniscient narrator? (1 points)

Omniscient narrator knows everything about all parts

4. What is a third person limited narrator? (1 point)

A point of view in which the narrator uses "he," "she," or "it" and is telling the thoughts, perspectives, interpretations and feelings of only one character.

5. What is a first person narrator? (1 point)

First person is from the perspective of a character in a story and that perspective alone.

6. Who is the narrator in "The Cask of Amontadillo"? How does this affect the impact of the story on the reader? (Answer according to class discussion) (2 pts.)

Montressor is the narrator. The story is told from his perspective and his bias. The reader doesn't know the background of the offenses from the other character's point of view. It makes it more powerful and colorful to know only one side because more can be left to the reader's imagination.

7. If TCA was told in third person limited narrator, do you think the story would be as powerful ? Support your answer in 3-4 sentences (2 pts.) No, third person limited narrator would only be an observer and not know what was happening inside the minds of any of the main characters. It would be just like a reporter answering the main questions of the plot—who, what, when, where. (Opinions will vary, as long as answer is logically supported, student will get full credit).

Score: _____/10

Questions 1,6 and 7 are worth two points and questions 2, 3,4 and 5 are worth 1 points. 7 out of 10 points is the minimum needed for mastery.

Number correct:	Percent:	
0-4	0% -49%	Falls Far Below
5-6	50%-69%	Approaches
7-10	70%-100%	Meets Mastery Level

LAW AND ORDER/POINT OF VIEW ACTIVITY

1. The popular television program *Law and Order* often includes an interrogation scene. The suspect and an interrogator are in one room, and a police officer and a public defender in another room watch the proceedings via a two-way mirror and comment on the discussion. Sometimes during this scene a suspect will admit something, but sometimes the police are frustrated with the results.

   Another standard *Law and Order* scene takes place in the courtroom. Many possibilities exist for the courtroom scene: the suspect might make a startling admission during testimony; other evidence might come to light; the criminal gets away with a crime; the jury convicts the right person.

   In the next part of this unit, your task is to write the script of either an interrogation scene or a courtroom scene in the style of *Law and Order* and consistent with what Poe crafted in the story. The suspect will either be the narrator of "The Tell-Tale Heart," who has confessed; or Montresor from "The Cask of Amontillado," who has been brought in for questioning as a 'person of interest' since Fortunato has been reported missing. You will work in your assigned small groups for this task and decide for themselves which story they will work with.

   The finished script should meet these requirements:
   - It should have at least 4 characters. Suggest to students writing the interrogation scene that they leave out the stock character, the lawyer who advises the accused to say nothing.
   - Each character must speak at least 3 times, and lines like, "Good morning" don't count.
   - The script must be consistent with the facts Poe presents in the story.
   - The script must be consistent with the legal system as portrayed in *Law and Order*.
   - The story arc of the script must include a reasonable problem and a reasonable solution, based on the story. For example, will jury believe the narrator of "The Tell-Tale Heart" when he says he is not mad, or will they accept his attorney's insanity defense? Can a police interrogator bluff Montresor into a confession in exchange for a reduced sentence?
   - *Deus ex machina* is not allowed: no earthquakes or heart attacks can bring the scene to an end without closure.