# Amplify ELA

# Welcome!
## 7D: Poetry & Poe

In this unit, students learn to read like a movie director. First, they read poems by D. H. Lawrence, Federico García Lorca, and Emily Dickinson to learn to form mental images while reading. Then, they read three texts by Edgar Allan Poe—"The Tell-Tale Heart," "The Cask of Amontillado," and "The Raven." They use the rich details from "The Tell-Tale Heart" to create a visual storyboard that helps them understand the curious perspective of the strange, first person narrator in this story. They watch thoughtful, animated adaptations of "The Raven" and "The Cask of Amontillado" and compare the adaptations to the original texts. After reading these stories, students' knowledge of Poe's tales allows them to participate in the murder mystery Quest, *Who Killed Edgar Allan Poe?*, where they investigate a fictitious crime scene, interrogate characters to find and interpret clues, and present their proposed solution to the mystery before the true solution is revealed. At the end of the unit, students write an essay arguing for or against the reliability of the narrator of one of the unit's texts.

## Core texts your student will read:
- "The White Horse" by D. H. Lawrence
- "The Silence" by Federico García Lorca
- "A narrow fellow in the grass" by Emily Dickinson
- "The Tell-Tale Heart" by Edgar Allan Poe
- M'Naghten Rule, from *Queen v. M'Naghten*
- "The Cask of Amontillado" by Edgar Allan Poe
- "The Raven" by Edgar Allan Poe

## What my student will do/learn:
- Students identify and discuss the imagery in several challenging poems, examining how the ability to "see" the vivid images in a text supports their understanding.

- As they read "The Tell-Tale Heart," students use the Tell-Tale Art app and the details in the text to visually storyboard a climactic scene from both the narrator's and the reader's perspectives.

- After studying "The Tell-Tale Heart," students use an early legal definition to debate the narrator's sanity.

- Students analyze the characters, setting, and mood Poe crafts in both "The Cask of Amontillado" and "The Raven," and then compare their interpretations of the original text to animated adaptations of each tale.

- Students continue to use key classroom routines, including the sharing routine, during which classmates respond to shared writing by noting one effective way the writer used details or evidence.

- Students continue to write in response to prompts 2–3 times weekly, and practice analytic writing in response to text by developing a controlling idea or claim and providing support with details or evidence.

- Students write an end-of-unit essay responding to the following prompt: Can you trust that the narrator is accurately describing what's happening in the story or poem? Why or why not?

**Here are some conversation starters that you can use during this unit to promote discussion and encourage continued learning with your student:**

1. In one of the poems you've read, find an example of imagery that helps you visualize something in your mind. Could you draw what you see? What details would you use?

2. What stood out to you about the characters and settings in Poe's short stories and poem?

3. After looking at the way other people visualize Poe's texts, including students and professional animators, how are their ideas different from or similar to your own? In what ways did comparing your own visualizations to theirs help you gain a better understanding of the text?

4. Can you share a piece of writing with me in which you provide evidence from the text to support your controlling idea or claim? (Provide feedback to your student by finding something in their writing that you can respond to as a reader. For example, "I like that you focused on the idea that the speaker seems unable to stop his or her body from feeling scared, but that the snake's actions—"rides," "divides," and "wrinkled"—do not seem scary.")

5. Which of Poe's narrators seems the most trustworthy? The least trustworthy? What makes you say so?