



Poetry & Poe

This journal belongs to:

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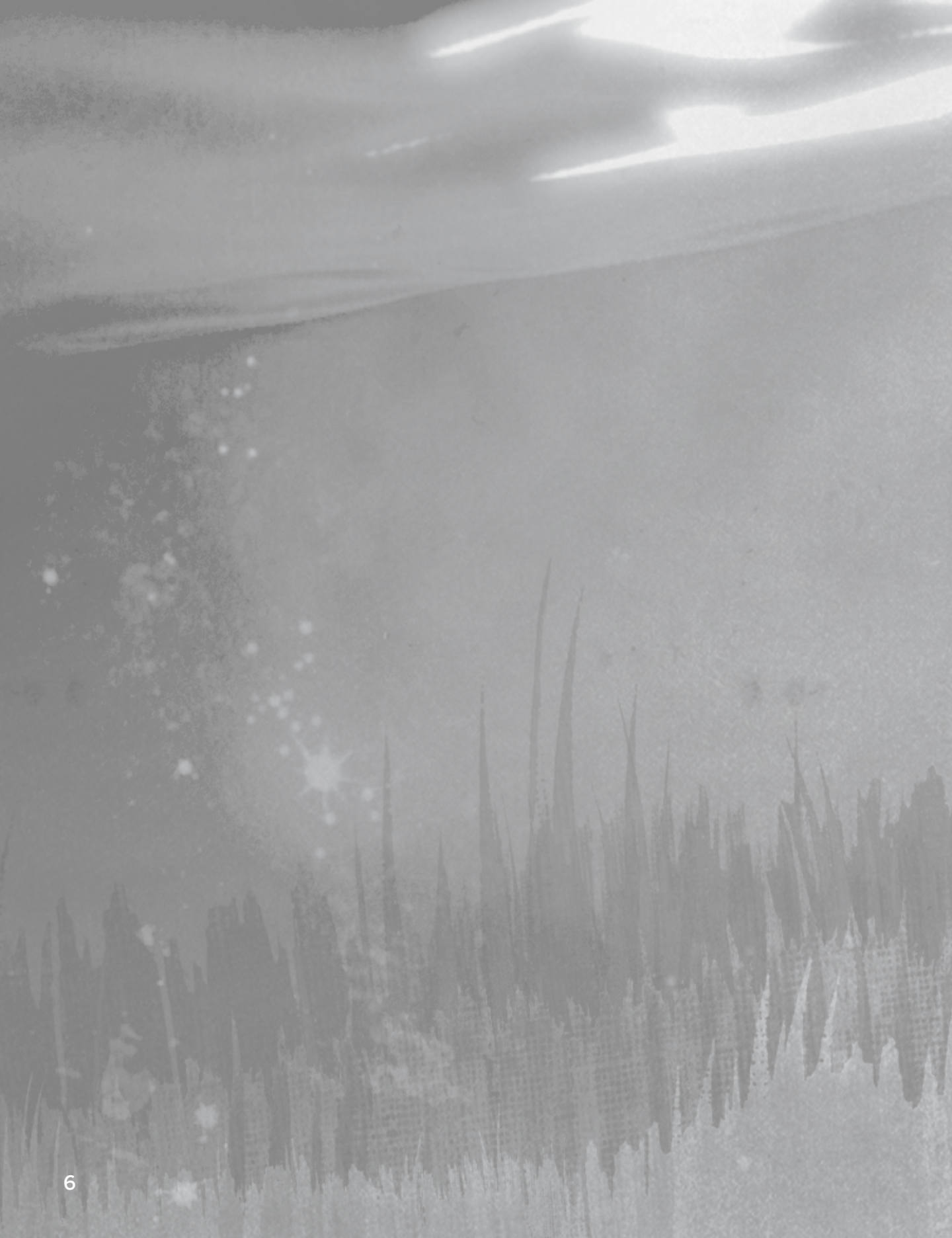
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Sub-Unit 1

Poetry & Poe

1. Write down a description of the mental movie you have in your mind when you read “The White Horse” (or draw some pictures illustrating it). Some things to think about:
 - What does the boy do? What does the horse do?
 - What colors are in the scene?
 - If they are in another world at the end, what kind of world is it?
 - Is there a soundtrack to the movie in your mind?

2. What is one adjective you might use to describe the world this boy and horse are in?
-

 Poetry

Write your own *silence* poem.

- Think back to the image you had in your mind when you pictured what silence looks like.
- Describe what you are picturing, trying to capture the look, sound, and feeling of your silence.

Who or what is the “narrow fellow”?

1. Explain using the two details from the poem that were the best “clues” in helping you figure it out.
2. Describe how the clues helped you figure out who or what the “narrow fellow” is.

Choose two examples of imagery that are used to describe the snake (the "narrow fellow"). Write your examples in the chart.

- In column 1, write the examples of imagery you chose.
- In column 2, write one or two sentences to describe the image of the snake for that example.

Lines From the Poem	Picture or Image Created

1. Do the words and phrases describing the snake make it sound harmless, dangerous, or something else?
2. Write 1–3 sentences analyzing how Dickinson’s imagery impacts you as a reader.

Poetry

Revise or add new details to describe your understanding of what happened between the speaker and the snake in lines 9–16 based on the discussion.

1. What does the description “nature’s people” mean?

2. The speaker feels a “transport of cordiality” (19–20) toward nature’s people. Does this sound like a nice feeling or not?

3. Fill in the blanks with synonyms for what you think the narrator means in each place.

Several of _____ I know, and they know me; I feel for them
nature’s people
_____ (17–20)
a transport of cordiality

But never met _____, Attended or alone, Without _____
this fellow a tighter breathing

And _____ (21–24)
zero at the bone

4. What happens when the speaker meets the snake in the final stanza 6 (lines 21–24)?
Write 1–3 sentences to describe the picture you have in your mind.

Why might Dickinson have included both types of images? Use specific images from the poem to make your arguments.



Sub-Unit 2

“The Tell-Tale Heart”



Visualize Paragraphs 1 and 2

1. Sketch a picture that shows what the narrator described. Note the part of the text you are visualizing.

2. Compare the video with what you visualized when you read the story. What details are similar to or different from how you imagined them?



Visualize Paragraphs 3–10

1. Sketch again. Note the part of the text you are visualizing.

2. Compare the video with what you visualized when you read the story. What details are similar to or different from how you imagined them?



Visualize Paragraphs 11–13

1. Sketch one more time. Note the part of the text you are visualizing.

2. Compare the video with what you visualized when you read the story. What details are similar to or different from how you imagined them?

Paraphrase the first sentence from the story:

“TRUE!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad?” (1)

Use paragraphs 10 and 11 for the following questions:

1. What does the narrator decide is making the following sound: "a low, dull, quick sound, such as a watch makes when enveloped in cotton" (10)?

.....

.....

2. Is the old man alive or dead when the narrator hears "a low, dull, quick sound, such as a watch makes when enveloped in cotton" (10)?

.....

.....

3. What are some possible reasons the narrator hears the sound of a heartbeat at this moment?

.....

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.....

.....

Use paragraphs 17 and 18 for the following questions:

4. What does the narrator decide is making the following sound: "a low, dull, quick sound—much such a sound as a watch makes when enveloped in cotton" (17)?

.....

.....

5. Is the old man alive or dead at this moment in the story? Circle one: **(Alive/Dead)**

6. What are some possible reasons the narrator hears the sound of a heartbeat at this moment?

.....

.....

.....

.....



Use paragraphs 16–18 for the following question:

Do you agree or disagree with the narrator's description of what is happening? Use details from the text to explain your reasons and support your claim.

Revision Assignment: Write 3–5 more sentences using those details to explain your idea. Use at least one direct quote.

Original Writing Prompt:

Do you agree or disagree with the narrator's description of what is happening?

Use details from the text to explain your answer.

If these are the conditions that must exist for someone to be judged legally insane, how would you summarize what conditions must be established for someone to be judged sane?



Use paragraphs 12 and 13 for the following questions:

If you are arguing for legal **insanity**, explain how these details could show the narrator meets the conditions for legal insanity.

If you are arguing for legal **sanity**, explain how these details show the narrator meets the conditions for legal sanity.



Legally Insane

1. Highlight and write the evidence you could use to show the narrator is legally insane.
2. Choose which condition of legal insanity this evidence demonstrates, and paste the evidence into the appropriate column.
3. Write one or two sentences to explain how this piece of evidence shows this condition.

Legal Insanity Condition 1: Did not understand reality	Legal Insanity Condition 2: Did not understand that what he was doing was wrong



Legally Sane

1. Highlight and write the evidence you could use to show the narrator is legally sane.
2. Choose which condition of legal insanity this evidence demonstrates, and paste the evidence into the appropriate column.
3. Write one or two sentences to explain how this piece of evidence shows this condition.

Legal Insanity Condition 1: Did understand reality	Legal Insanity Condition 2: Did know that what he was doing was wrong

As a group, determine your most convincing piece of evidence, based on your explanations, and write your opening argument for the debate. You may begin your argument with the following statement or write your own:

It is absolutely clear that the defendant was (sane/insane) when he committed this crime. The evidence I am about to describe will prove this beyond a doubt.



Prepare a second opening argument.

Review the evidence chart and find a piece of evidence that you didn't use in the opening argument you wrote in class.

Use this second piece of evidence to write another opening argument about why the narrator should be judged sane or insane.



Use this page to take notes on arguments made by the opposition.

Create a heading above your notes for each group's opening argument (Group 1, Group 2, and so on).



Choose one piece of evidence presented by the other side and write a counterargument.

1. Explain why this piece of evidence does not prove the condition.

or

2. Explain why this piece of evidence actually demonstrates a different condition.

Your Closing Argument

1. Choose your strongest two pieces of evidence (in light of the counterarguments presented in the debate).
2. Write a closing argument, using this evidence to develop a claim about why the audience should be convinced by your position.



"The Tell-Tale Heart"





Sub-Unit 3

“The Cask of Amontillado”

1. Paraphrase the first sentence of "The Cask of Amontillado" by restating the meaning as closely as possible, leaving nothing out and adding nothing new.

"The thousand injuries of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed revenge." (1)

2. List the information that the narrator reveals in this sentence about himself and about Fortunato.

1. Write one sentence explaining what you can figure out about the narrator (Montresor) from the passage. Include a detail from the text showing how you know this.

2. Write one sentence explaining what you can figure out about Fortunato from the passage. Include a detail from the text showing how you know this.

3. Write one sentence explaining what you can figure out about the setting from the passage. Include a detail from the text showing how you know this.

1. Which of the following is your group representing? (Circle one below)

The narrator

Fortunato

The setting

2. What are the two things that are most important for people to know about your character or the setting? Include a detail from the text about each.

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Paraphrase the following two sentences of "The Cask of Amontillado" by restating the meaning as closely as possible, leaving nothing out and adding nothing new.

"It must be understood, that neither by word nor deed had I given Fortunato cause to doubt my good will." (2)

"I continued, as was my wont, to smile in his face, and he did not perceive that my smile now was at the thought of his immolation." (2)

Why does Fortunato excitedly say, "Come, let us go"?

Montresor

1. Complete the form to gather details that the casting director will need to cast the actors for the movie.
2. Answer the questions below to gather details that the casting director will need to cast the actors for the movie. Make sure you include details from the text to support your answers about who should play the role.

Name of character: **Montresor**

Age of actor:

What do you imagine Montresor looks like?

.....

.....

What in the text gave you this idea?

.....

.....

What sort of character is Montresor? (Happy, sad, friendly, evil, etc.)

.....

.....

Where in the text do you find this?

.....

.....

Which well-known movie star would be a good fit? Why?

.....

.....

Fortunato

1. Complete the form to gather details that the casting director will need to cast the actors for the movie.
2. Answer the questions below to gather details that the casting director will need to cast the actors for the movie. Make sure you include details from the text to support your answers about who should play the role.

Name of character: **Fortunato**

Age of actor:

What do you imagine Fortunato looks like?

.....

.....

What in the text gave you this idea?

.....

.....

What sort of character is Fortunato? (Happy, sad, friendly, evil, etc.)

.....

.....

Where in the text do you find this?

.....

.....

Which well-known movie star would be a good fit? Why?

.....

.....

Setting

1. Complete the information here to gather details the art director will need to complete the "set" for the movie.
2. Answer the questions to gather details the art director will need to make the "set" for the movie.

Country where the story takes place:

Time period in which the story takes place:

Details from the story that support the location/time period:

.....

.....

Where are they?	What does this setting look like?	What is the atmosphere of this setting? (What should it "feel" like for the audience?)
Carnival		
Catacombs		

1. Describe two ways the animation showed Fortunato that were different from how you had visualized him.

2. Describe two ways the animation showed Montresor that were different from how you had visualized him.

3. Describe two ways the animation showed the setting that were different from how you visualized it.

Fortunato

The animation envisioned Fortunato differently than I did in the following two ways:

.....

.....

Did you like the way that the animation showed Fortunato? Write one sentence to explain why or why not.

.....

On a scale of 1 to 5 stars, how many stars would you give to the animation of Fortunato?

Montresor

The animation envisioned Montresor differently than I did in the following two ways:

.....

.....

Did you like the way that the animation showed Montresor? Write one sentence to explain why or why not.

.....

On a scale of 1 to 5 stars, how many stars would you give to the animation of Montresor?

The Setting

The animation envisioned the setting differently than I did in the following two ways:

.....

.....

Did you like the way that the animation showed the setting? Write one sentence to explain why or why not.

.....

On a scale of 1 to 5 stars, how many stars would you give to the animation of the setting?

1. Would you recommend this animation to your friends who studied "The Cask of Amontillado"? Write at least two sentences that explain why you would or would not recommend the animation.

2. Look back through your answers in your movie review on the previous page, and find one or two phrases that can be used in the one or two sentence "pull quote" you're writing to sum up what you liked or didn't like about the movie.

Paraphrase the following sentences by restating the meaning as closely as possible, leaving nothing out and adding nothing new.

"I must not only punish, but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong" (1).

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1. When does Fortunato know what is going to happen to him?

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2. When does Montresor know what is going to happen to Fortunato?

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3. When do you, as the reader, know what is going to happen to Fortunato?

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4. Identify what part of the text made you realize what was going to happen and then explain how that part of the text made it clear to you.

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Explain how this scene from "The Cask of Amontillado" is an example of dramatic irony.

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Could Fortunato have figured out what Montresor's plan was before he was chained to the wall? Use details from the text to explain your reasons and support your claim.





Sub-Unit 4

“The Raven”

Write the lyrics to a song or poem that you've memorized.

Write the first stanza of "The Raven."

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Memory Training

Without going back to look at the complete stanza, try to select the missing words.

Once upon a midnight _____, while I pondered, weak and _____.
(weary / dreary / cheery) (weary / dreary / cheery)

Over many a quaint and curious volume of forgotten _____.
(bore / store / lore)

While I nodded, nearly _____, suddenly there came a _____.
(rapping / clapping / napping) (tapping / rapping / clapping)

As of some one gently rapping, _____ at my chamber door.
(flapping / rapping / tapping)

"'Tis some visiter," I muttered, " _____ at my chamber _____. —
(rapping / slapping / tapping) (floor / store / door)

Only this, and nothing _____."
(more / sore / for)

1. Read the examples in the first row.
2. Write a brief description for each word in the second column. (The first one has been completed for you as an example.)
3. Read the paraphrases in the third column. Write a paraphrase for each of these in the last column.

Define these words		Pharaphrase these phrases	
Chamber	room	my chamber door	the door to my room
Dreary		Once upon a midnight dreary	
Pondered		While I pondered weak and weary	
Quaint		quaint and curious volume	
Rapping		some one gently rapping	

1. List any details from the first two stanzas (lines 1–12) that describe the setting.

2. Look over all the details you listed. Based on these details, what are some words you might use to describe the mood of the setting?

3. List any details from the second stanza (lines 7–12) that describe Lenore.

4. What do you know about Lenore, and what do you think happened to her?

What is one effect Poe's choices have on how the reader experiences the poem?

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Stanza 13

In this stanza, the narrator is trying to figure out what the raven means when it says "Nevermore." As a group, figure out the answer he comes to in the final line (78).

Hint: He says, "ah!" when it occurs to him. Determine the central idea of this stanza by explaining what will never happen again. If your group cannot figure out an answer, use the "plain speech" version to help you.

Fill in the blanks below:

"Nevermore" means that will never again touch

Open the envelope given to you by your teacher and read the "plain speech" version. See if you still like the answer you came up with based on the poem.

Stanza 14

In this stanza, the narrator is trying to drink a liquid called nepenthe to stop his memories. Determine the central idea of this stanza by explaining what will never happen again. If your group cannot figure out an answer, use the "plain speech" version to help you.

Fill in the blanks below:

"Nevermore" means even if he drinks nepenthe, he will never
about

Open the envelope given to you by your teacher and read the "plain speech" version. See if you still like the answer you came up with based on the poem.

Stanza 16

In this stanza, the narrator is asking a question to the raven. As a group, determine the central idea by figuring out what his question is and what the raven's answer means to him. If your group cannot figure out an answer, use the "plain speech" version to help you.

Fill in the blanks below:

The narrator thinks "Nevermore" means he will never see even
in

Open the envelope given to you by your teacher and read the "plain speech" version.
See if you still like the answer you came up with based on the poem.

Stanza 17

In this stanza, the narrator is shrieking an order at the raven. Determine the central idea by explaining what will never happen again. If your group cannot figure out an answer, use the "plain speech" version to help you.

Fill in the blanks below:

The narrator thinks the raven replies "Nevermore" as a way of saying
to the narrator's demand that the bird

Open the envelope given to you by your teacher and read the "plain speech" version.
See if you still like the answer you came up with based on the poem.



Paraphrase stanza 18 (lines 103–108).

The poet uses the word “nevermore” to express a central idea that he develops over the course of the poem. What is your interpretation of this idea? Support your reasoning by using evidence from the text.

1. List the ways in which the animation is different than what you had imagined.

2. How did your views change through discussion with your partner? Did you notice something new that you didn't notice before? Did your discussion confirm something that you already believed?

1. The still image you chose:

2. Describe the image.

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3. Describe what is in the text that might have inspired the filmmakers to make this image.

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How did your discussion with your partner either change or confirm your ideas about this image?

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“The Raven”

1. List any visual details you notice as you watch the animation of the first three stanzas (lines 1–18) of “The Raven.”
2. Then underline the details in your list that helped you get a sense of what the narrator is feeling and experiencing.



Describe three details (images, sounds, or depictions of the characters) from the opening of the animation that give you a clear sense of what the narrator is feeling and experiencing.





Sub-Unit 5

Write an Essay



Essay Prompt

Choose a narrator from one of Poe's texts we've read and answer the following question:

Can you trust that the narrator is accurately describing what's happening in the story or poem? Why or why not?

Use your answer to make a claim about whether or not you can trust the narrator's account of events, and support your claim with textual evidence.

Essay Text

- "The Tell-Tale Heart" (1–18)
- "The Cask of Amontillado" (1–89)
- "The Raven" (1–108)

Notes

Gathering Evidence

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Based on the evidence you reviewed, write one or two sentences to summarize the key idea you will develop in response to this prompt.

Write Body Paragraphs

1. Before you begin:
 - Turn to the text.
 - Review your evidence and your claim.
2. Write two body paragraphs for your essay. For each body paragraph, use one or two pieces of textual evidence to support your claim. Remember to describe and explain your evidence and to show how it supports your claim.

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Self-Assessment Notes

Which items in the list are “No” for you?

Session 1: Revise Body Paragraphs

1. Reread what you've already written.
2. What will you do to improve your body paragraphs?

3. Revise your body paragraphs.

A series of horizontal dotted lines for writing an essay.

Session 2: Revise Claim Statement

Practice writing your claim statement in two other ways. Make sure each is supported by your body paragraphs.

Claim Statement #2

Write one or two new sentence(s) that state your claim in a different way.

Claim Statement #3

Write one or two new sentence(s) that state your claim in a different way.

Complete this section if your teacher tells you to.

Write your third body paragraph. Include one or two counterarguments, and evidence and reasoning to refute the counterarguments.

Partner Work:

- One place where your evidence is strong and well-explained.
- One place where you could add more evidence or describe your evidence more completely.

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

6. Revise your body paragraphs.

A series of horizontal dotted lines for writing.

A series of horizontal dotted lines for writing an essay.

Leads

- What are the key reasons you give to support your claim?
- What evidence do you include to support your reasons?
- In what order do you include all of this information?

Write two or three possible one- or two-sentence leads for your introduction. Circle the lead that you like the best.

Write your introduction beginning with your favorite lead and ending with your claim statement.

When you've finished, read your introduction silently to yourself and make any changes needed so that the sentences flow well together.

Write Conclusion

1. Reread your introduction and body paragraphs, including the revisions you've made.
2. Write your conclusion, including both of the following elements:
 - A restatement of your claim/argument
 - A final thought for your reader to take away that follows from the ideas presented.

Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

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2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final draft of your essay.

4. Reread your essay and underline the important sentences.
5. Circle any words or sentences that can be deleted.
6. Reread your essay two times: once with the circled words and sentences and once without. Which version do you like better? Why?

Rewrite Essay

If your teacher asks, rewrite your draft here incorporating your edits and revisions.

 Write an Essay

A series of horizontal dotted lines for writing an essay.

Write Final Essay

1. Follow the steps in the Editing Process to revise and polish your essay.
2. Use the Guidelines for Citing and Punctuating A Direct Quote to help you.
3. Write your final essay below.

A series of horizontal dotted lines for writing an essay.



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