

DO NOW

- The sentences below appeared in papers written by college students. Act as their editor, marking a C if the sentences in the group are all complete and an F if any of the sentences in the group is a fragment. Could you tell these writers why the fragments are incomplete sentences?

1. Then I attended Morris Junior High. A junior high that was a bad experience.

2. The scene was filled with beauty. Such as the sun sending its brilliant rays to the earth and the leaves of various shades of red, yellow, and brown moving slowly in the wind.

From The OWL at Purdue University



SUSPENSE

- What is it?
- How do authors create it?



SUSPENSE

- A sense of growing tension, fear, and excitement felt by the reader.
- Some techniques:
 - Describing a character's anxiety or fear
 - Using vivid words to describe the dramatic sights, sounds, or feelings.
 - Repeating words, phrases, or characters' actions



POINT-OF-VIEW

- Method of narration used in a short story, novel, etc.
- 1st Person: Told by a character in the story. (Uses “I,” “me,” etc.)
- 2nd Person: As if they are speaking to you. (Uses “you”). Rare. Typically only seen in some self-help books and “Choose Your Own Adventure” stories.
- 3rd Person: Told by an outside narrator
 - Limited: focuses on just a few characters
 - Omniscient: can see into the mind and thoughts of all characters, regardless of location.



UNRELIABLE NARRATOR

- Just as you can't believe everything people tell you, you shouldn't always trust your 1st person narrator.
- Could be:
 - Unstable
 - Lying
 - Too young
 - Etc.



“THE TELL-TALE HEART”

BY E.A. POE

Reread lines 8-16. What is the point-of-view of this story? How do you know?



CRITICAL VOCABULARY

- What led the narrator to **conceive** of a plan to kill the old man?



CRITICAL VOCABULARY

- What **vexed** the narrator?
- Why wasn't the narrator able to kill the old man?



- Reread lines 45-52. Do you notice anything that should lead us to think our narrator might not be trustworthy? Discuss in your groups for two minutes.



CRITICAL VOCABULARY

- Why do you think the old man **stifled** his groan?



CRITICAL VOCABULARY

- Explain the effect of opening the cover of the lantern by only a **crevice**?



REPETITION

- Reread lines 80-93. Poe repeats a word or phrase four times in this section.
- What idea does the repetition of “to feel” emphasize?
- What impact does the repetition of the word “stealthily” have?



SUSPENSE

- Reread lines 103-115. How does Poe create suspense in these lines?



POINT OF VIEW

- How does the narrator try to convince us that he is sane and reliable in lines 130-141? What effect does this have on the reader? (Are you convinced?)



CRITICAL VOCABULARY

- Which of the narrator's actions in his dealing with the police most clearly demonstrate his **audacity**?
- Why does the narrator start speaking more **vehemently**?
- Why does the narrator interpret the behavior of the police as **derision**?
- Explain why the narrator calls the police officers' smiles **hypocritical**.



EXIT TICKET

- Give at least one example of Poe creating suspense through his short story.



PERFORMANCE TASK

- Psychological Profile
 - Purpose for Evaluation
 - Explain why he is now in the care of a psychologist.
 - Mental Status Evaluation
 - What you saw him doing and his own reports (summarize the story).
 - What crime did he commit? What was his motive? How was he feeling at the time?
 - Results/Recommendations
 - Do you think he will take responsibility for his crimes? Why or why not?
 - What evidence, based on the narrator's account of events, supports your theory?

- If you finish early, answer questions 1-4 on page 97 (Critical Vocabulary Section).



RUBRIC

	Criteria
90-100	Profile demonstrates a sophisticated understanding of the text and addresses all sections thoroughly.
80-89	Profile addresses all sections, but knowledge of text may lack sophistication.
70-79	Profile addresses most of the sections and/or there are minor errors in understanding of the text.
0-69	Major errors in understanding of the text and/or missing many sections.

Discretionary points within each range will be determined by the grammar, spelling, and other conventions.

i.e. if you really understood the text and did a thorough job, but you had many errors in conventions that affected my understanding, you would get a “90” instead of a “100”.

