

A Multimodal Approach to Edgar Allan Poe

Using Sketchnotes to Analyze Mood and the Components of Author's Style

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Grade Level	8th Grade	**Time Frame**	150 minutes
Subject	English/Language Arts	**Duration**	3-4 class periods
Course	American Literature		

Essential Question

How does an author convey mood? How does understanding the elements of an author's style contribute to your understanding of the work?

Summary

In this lesson, students use sketching to help them analyze the mood and elements of the author's style of Edgar Allan Poe's "The Tell-Tale Heart."

Snapshot

Engage

Students enter a classroom with lighting and sound effects that create a mood similar to that in "The Tell-Tale Heart." Students complete an I Notice, I Wonder activity in which they discuss the mood of the classroom.

Explore

Students listen to an audio version of "The Tell-Tale Heart" and complete a sketching activity.

Explain

Students record the definitions of different literary devices and discuss how they saw these devices used in "The Tell-Tale Heart."

Extend

Students read "The Tell-Tale Heart" and identify the use of literary devices in the text.

Evaluate

Students participate in a Gallery Walk in which they review their classmates' notes on "The Tell-Tale Heart."

Standards

ACT College and Career Readiness Standards - Reading (6-12)

WME401: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages
PPV501: Infer a purpose in somewhat challenging passages and how that purpose shapes content and style

Oklahoma Academic Standards: English Language Arts (Grade 8)

8.2.R.1: Summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.
8.7.R: Determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
8.7.W: Create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose.

Attachments

- Lesson Slides—A Multimodal Approach to Edgar Allan Poe.pptx
- Literary Devices Chart—A Multimodal Approach to Edgar Allan Poe.docx
- Literary Devices Chart—A Multimodal Approach to Edgar Allan Poe.pdf

Materials

- "The Tell-Tale Heart" text (linked, one per student)
- Slow Soothing Heartbeat Sound YouTube video (linked)
- "The Tell-Tale Heart" dramatic reading YouTube video (linked)
- Literary Devices Chart handout (attached, one per student)
- Plain white paper (one per student)
- Markers/colored pencils/crayons
- Sticky notes (two per student)
- Whiteboard/document camera
- Chart paper (optional)
- Low lighting (candles, lamps, holiday lights, etc.)

15 minutes

Engage

Teacher's Note: Visual Aid

Use the provided Lesson Slides to provide a visual aid for students as you proceed through the lesson.

Teacher's Note: Class Preparation

Shortly before students arrive, start the Slow Soothing Heartbeat Sound YouTube video and allow the video to play at a low level in the background. Turn off the classroom lights and turn on low lighting like candles, lamps, or holiday lights. Place two sticky notes, one piece of blank paper, and one set of markers on each student desk. On the board (a whiteboard, chalkboard, anchor chart or other display), draw a T-chart with one side labeled “I Notice” and the other side labeled “I Wonder.”

Display **slide 5** to show the instructions for the I Notice, I Wonder Activity. Instruct students to write on one sticky note one thing they notice that is different about the classroom. Then, ask students to write on a different sticky note one thing the new environment makes them wonder**.** Start the 2-minute timer and allow students time to complete the activity.

Once time is up, ask students to bring their sticky notes to the I Notice, I Wonder T-chart and place each note under the corresponding category.

Review some of the sticky note responses. Display **slide 6** and read the questions aloud. Ask students to identify words that describe the feeling of the room and ask them to discuss which elements of the room contributed to these feelings.

Sample Student Responses

Students may respond with mood words like “scary,” “mysterious,” and “suspenseful.”

Transition to the next activity by telling students that an author establishes specific feelings in writing through the use of literary elements, much like the feeling that was established in the classroom through the use of low lighting and sound effects.

Embedded video

https://www.youtube.com/watch?v=dyzuWGDvkkQ

25 minutes

Explore

Display **slide 7** and review directions for the Sketchnotes strategy. Explain to students that they will take visual notes as they listen to a dramatic reading of "The Tell-Tale Heart." Invite students to use pencil, markers, or other writing utensils to create their notes.

Begin the audio and walk around the room to observe students as they work.

Embedded video

https://youtube.com/watch?v=KnHFMAxACnM

Teacher's Note: Student Responses

As students are working, look over the variety of sketchnotes students may complete. While you are observing students, mention that all students' sketchnotes may look different, but all versions of the notes are valid. Explain that some students will naturally draw the sequence of events in the story as they happen, like a comic book. Others will focus on specific imagery of concrete words they hear repeated, like spider webs, clocks, or the old man's eye.

After the reading is over and students have completed their sketches, display **slide 8**. Instruct students to write a paragraph on the back of their sketch notes describing what they sketched and why. Begin the 5-minute timer.

Once time is up, move to **slide 9** and review the instructions for the Think-Pair-Share activity. Begin the 5-minute timer and observe students participating in the activity.

When the timer ends, come together as a whole class and ask students to share out the responses from their Think-Pair-Share activity.

Then, review the plot of the story and clear up any misconceptions.

25 minutes

Explain

Teacher's Note: Literary Terms

This lesson does not serve as an in-depth introduction to the literary elements discussed in this section. If students are unfamiliar with these elements, you may consider introducing them prior to this lesson.

Display **slide 10**. Use the questions to encourage students to review their sketchnotes. Encourage them to consider the feelings present in their notes, and invite students to share out any observations.

Pass out a **Literary Devices Chart** handout to each student. Tell students they will be taking notes over the following slides on this handout.

Move to **slide 11.** Discuss the literary term “mood.” Mention the feelings students previously discussed in their notes and relate those feelings to the mood an author creates in writing. Allow students time to take notes on their handouts.

Display **slide 12** and discuss the literary term “author’s style.” Explain that this is an overarching concept that will cover the many literary devices on their handouts. Allow students time to record the definition on their handouts.

Instruct students to flip their handout over to display the chart for literary devices. Review the definitions for the terms “simile,” “metaphor,” “repetition,” and “imagery” using **slide 13** through **slide 16.** Allow students enough time to record the definition for each term. Emphasize that simile, metaphor, repetition, and imagery are components of an author’s style and are used to create a mood.

30 minutes

Extend

Pass out a copy of the text of "The Tell-Tale Heart" to each student. Display **slide 17** and instruct students to use the Why-Lighting strategy to identify literary devices in the text while the audio plays.

Begin the audio again and observe students as they work. Occasionally stop the audio to point out examples of literary devices or clarify sections of the plot. Allow plenty of time for this portion of this lesson to ensure student comprehension.

After the reading is complete, start the ten-minute timer and instruct students to use the information they have highlighted to complete the remaining sections on their Literary Devices Chart handout.

Once time is up, lead a whole class discussion in which you ask students to review their responses and connect how authors use specific literary elements to create a mood.

15 minutes

Evaluate

Collect the students' sketchnotes and place them in a random order around the room. Display **slide 18** and explain that students will be participating in a Gallery Walk to view their classmates' interpretations.

Begin the ten-minute timer on the slide and walk around the room to observe student participation in the Gallery Walk.

Transition to **slide 19** and explain the instructions for the reflection portion of the lesson. Allow students time to answer the questions in two complete paragraphs. Collect student responses.

Resources

crysknife007. (2015, October 2). Slow soothing heartbeat sound (1 hour of ASMR). YouTube. https://www.youtube.com/watch?v=dyzuWGDvkkQ

K20 Center. (n.d.). Gallery Walk/Carousel. Strategies. https://learn.k20center.ou.edu/strategy/118

K20 Center. (n.d.). I Notice, I Wonder. Strategies. https://learn.k20center.ou.edu/strategy/180

K20 Center. (n.d.). Think-pair-share. Strategies. https://learn.k20center.ou.edu/strategy/139

K20 Center. (2021, September 21). K20 Center 2 minute timer. [Video]. YouTube. https://youtu.be/qYSXuBEdEds

K20 Center. (2021, September 21). K20 Center 10 minute timer. [Video]. YouTube. https://youtu.be/9gy-1Z2Sa-c?feature=shared

K20 Center. (2021, September 21). K20 Center 5 minute timer. [Video]. YouTube. https://youtu.be/EVS_yYQoLJg?si=kTaJ334s_kliqut4

Poe, E. A. (1843). The tell-tale heart. POE Museum. https://www.poemuseum.org/the-tell-tale-heart

The Tale Master. (2017, January 14). “The tell-tale heart” by Edgar Allan Poe (dramatic reading) | read by G.M. Danielson. YouTube. https://www.youtube.com/watch?v=KnHFMAxACnM