

# **“On the Edge” Suspenseful Literature**

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## Rationale for “On the Edge”

Why do so many students hate to read? Is it because they feel forced to read so many points for accelerated reader? Why is it so “boring” to them? Do school-aged children not like to read because of the Internet? In just one click of a mouse, there are unlimited amounts of information at their fingertips.

Researching information on the internet takes minutes versus the time it takes to find and read the information. How do we, as teachers, find ways to get students to read? Even more importantly, how do teachers get students interested in what they need to read for their classes? These questions are daily battles for English/Language Arts teachers. Even though we face these questions continually, teachers can never find the perfect answers, despite the fact that we are supposed to know-it-all.

One way that teachers try to figure out ways to get students excited about reading is by planning what is supposed to be fun and exciting units. They may have catchy titles or base the units on things that students find interesting. Creating a unit is a challenge for teachers, because we just cannot read/teach the “fun stuff” or read/teach what the students want. We would be in a world of trouble. Teachers have rules and guidelines to follow, just as the students do. We have to teach what is approved and what the county and state already have outlined. Granted, you could take any piece of literature and make it fit into the Georgia Professional Standards. If we appease our students all the time, our principals and other administrators may not be very happy with their teaching staff. Therefore, we have to be careful with what we choose our units to be.

There are several ways to design a unit. You could choose any of the following to be the foundation of your unit: theme, time period, literary movement, region, genre, author, or key learning strategy. Depending on what grade level you teach, could determine how you set up your unit. I have chosen to discuss a thematic unit, "On the Edge." I envision this unit to be fun and exciting for the students.

I chose this unit as a "hook" unit. It is designed to grab the students' attention and draw them in. I focused on a suspenseful unit in hopes of having my students become excited about the class and want to know what would happen next. Dr. Smagorinsky states, "Studying thematic units gives students the potential to see literature and related texts as useful tools and touchstones in their own development as people." (11) By having texts that are cliff hangers, I want my students to know life is full of suspense and you can't always know what will happen. They should want to read others' experiences (fiction or nonfiction) and accounts of suspense and try to understand how it can relate to their lives.

Also, in suspenseful literature, authors use specific literary elements in their writing to entertain their readers. By having a "suspenseful unit" that is supposed to be entertaining, I hope my students will become interested in reading. Not only should they be somewhat entertained with literature and reading, students should also read for a purpose. Those purposes could be for the love of literature, to appreciate the author's craft, or for information. Students should begin to love literature if they find what they are reading is fascinating. If

they love what they are reading, they should automatically appreciate the author's craft of writing.

Many students and parents may not understand how reading suspenseful literature can connect with their lives. It has been stated students "lack of interest or engagement in school" is because of "what is happening in their classrooms has little relevance to their lives" (Hull 162) and "students are more engaged in English when they connect it to their own lives" (Beach, Myer 4). Their connections may not always be as obvious as black and white. One way to have students connect with the literature is by having a "Knowledge-in-Action" curriculum. As a teacher you must "find ways [to have the students] participating in the world of the present. They live through their use, not through the passing on of knowledge-out-of-context" (Applebee 2). My connection to this unit and the students' lives is that I want them engaged and to be interested in reading again. I want successful students. By having a fun, interesting, and suspenseful unit, I am hoping to engage the students, to catch them off guard, and to entertain them. If the students are entertained, they are having fun and they are reading.

My students and I will not just be reading. They will quickly become "bored" and "sleepy." Therefore, I have come up with some very engaging projects. The projects are meant to be fun and this is how most students will view the projects. But that is not the only intention of the projects. We will be furthering our understanding of the text we have read, as well as, working on our writing skills. The students will do a project after each selection we read. We will be using our "knowledge-in-action."

## Works Cited

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- Beach, Richard and Jamie Myers. Inquiry Based English Instruction: Engaging Students in Life and Literature. New York: Teachers College Press, 2001.
- Hull, Glenda and Katherine Schultz, eds. School's Out!: Bridging Out-of-School Literacies with Classroom Practieces. New York: Teachers College Press, 2002.
- Smagorinsky, Peter. Teaching English Through Principled Practice. New Jersey: Merrill Prentice Hall, 2002.

## “On the Edge” Goals and Rubrics

**Objective 1:** After reading “The Monkey’s Paw” students will work in cooperative groups to produce a *Monkey’s Paw Marketing Development* project. The product box will come with a warning label, as well as an instruction manual.

**Mission:** Mattel has purchased the exclusive rights to sell *The Monkey’s Paw*, but the company is facing lawsuits due to the terrible consequences that result from careless writing. Because there are millions of dollars at stake, the CEO (in his/her infinite wisdom) has decided the company cannot pull the product from the shelves. It must, then, develop **clear and concise** instructions for the proper use of this product as well as redesign the product labeling. If your plan is adopted by the company, then your team will stand to earn a \$200,000 contract.

<b>Roles</b>	<b>Name</b>	<b>Job Description</b>
Team Leader		Keeps team on task, facilitates discussion
Secretary		Records notes from brainstorming session, prepares final copy for presentation
Art Director		Creates the content and design concept of the product packaging and

		label; develops the slogan
Copy Editor		Proof read the final copy

**\*\*EVERYONE** is responsible for contributing.

**Requirements:**

1. You need to come up with some cause-and-effect scenarios.
2. As a group, brainstorm a list of wishes. Remember that each wish has a “coincidental” consequence.
3. Make a list of possible results that come from the wish.
4. Explain **how** to wish **safely**.
5. Explain **what** to wish for.
6. Include a **list of precautions**.

(See handout and rubric.)

Unit: On the Edge

Name:

Date:

Block:

### Monkey's Paw Marketing Development Team

**Your Mission:** Mattel has purchased the exclusive rights to sell *The Monkey's Paw*, but the company is facing lawsuits due to the terrible consequences that result from careless writing. Because there are millions of dollars at stake, the CEO (in his infinite wisdom) has decided the company cannot pull the product from the shelves. It must, then, develop **clear and concise** instructions for the proper use of this product as well as redesign the product labeling. If your plan is adopted by the company, then your team will stand to earn a \$200,000 contract.

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#### Brainstorming Session [Page 1]

To figure out how to use the paw safely, you need to come up with some cause-and-effect scenarios. As a team, brainstorm a list of wishes. Then, remembering that each wish has a "coincidental" consequence, make a list of possible results that can come from each wish. Think of **all the things** that could go wrong with each wish.

#### Drafting [Page 2]

Once you have a set of guidelines, write them to show a **logical, step-by-step** process. Your instructions must:

1. Explain **HOW** to wish **SAFELY**
2. Explain **WHAT** to wish for
3. Include a **LIST OF PRECAUTIONS**

#### Final Copy [Page 3]

Final copy must be **NEATLY** written, **PROPERLY** formatted (paragraph form, proper indentions) and **WITHOUT PROOFREADERS' MARKS** (those should only be on your rough draft).

#### Product Packaging [Page 4]

The packaging design must be **NEATLY** presented and graphically appealing. Remember, you want people to **WANT TO BUY** the product. Design must include:

1. Product Name
2. Precaution Label
3. Appealing and creative slogan



Unit: One the Edge

Name:

Date:

Block:

### Monkey's Paw Product Packaging Rubric

CATEGORY	20 pts each	15 pts each	10 pts each	5 pts each	pts
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others	
Instructions and Warnings	Product includes well-thought-out, thorough, and neatly written instructions and warning labels.	Product includes instructions and warning labels.	Product includes either neatly written instructions or warning labels.	Product includes no written instructions or warning labels.	
Project Role	Group member fulfilled all the duties of her/his role and stayed on task the whole time.	Group member fulfilled most of the duties of her/his role and stayed on task most of the time.	Group member filled some of the duties of her/his role and stayed on task most of the time.	Group member did not contribute to the project and/or was almost always off task.	
Attractiveness	The package is exceptionally attractive in terms of design, layout, and neatness.	The package is attractive in terms of design, layout and neatness.	The package is acceptably attractive though it may be a bit messy.	The package is distractingly messy or very poorly designed. It is not attractive.	
Presentation	Presentation is very professional. Presenter speaks clearly, makes audience eye-contact, and is informative about the product.	Presentation is mostly professional. Presenter mostly speaks clearly, makes audience eye-contact, and is informative about the product.	Presentation is somewhat professional. Presenter makes audience eye-contact, and is somewhat informative about the product.	Presentation is non-professional, difficult to follow, and/or uninformative.	
Total					

**Objective 2:** After reading “The Masque of the Red Death,” students will work independently to create a masquerade mask with symbols. They must write a half page explanation detailing the reasons they chose their symbols and colors.

**Mission:** Your assignment is to create a mask with symbols. You will write an explanation of at least half a page, in which you describe your mask in detail and the reasons you made it as you did.

**Requirements:**

1. Contains at least two colors which add to the meaning
2. Represents a character
3. Contains at least three symbols
4. Mask is unique, appealing, and has meaning
5. Eye openings and rubber bands for attachment
6. ½ page or more explanation

(See handout and rubric.)

Unit: On the Edge

Name:

Date:

Block:

### **“Masque” Mask Project**

**Mission:** Your assignment is to create a mask with symbols. You will write an explanation of at least  $\frac{1}{2}$  a page, in which you describe your mask in detail and the reasons you made it as you did.

**Learning Objective:** Symbols are objects that stand for something else. Writers and artists can assign symbols meaning.

**Standards:** ELA10RL1, ELA10RL4, ELA10W2

The Mask needs to conform to the following:

- Has at least two colors, both of which add to the meaning of the mask
- Represents one of the characters from “The Masque of the Red Death”
- Includes at least 3 objects that stand as symbols for aspects of the character
- Shape of the mask is unique and appealing and contributes to the meaning of the mask
- Includes openings for both the eyes and a rubber band (or popsicle stick) to hold mask on head
- **Must include an explanation of each aspect of the mask. Minimum of  $\frac{1}{2}$  a page.**

Unit: On the Edge

Name:

Date:

Block:

**“Masque” Mask Project**

%	Category	Mastery	Proficient	Satisfactory	Needs Improvement	Points
10	Use of Class time	Used time well during each class period. Focused on getting the project done.	Used time well during each class period. Usually focused on get the project done.	Used some of the time well during each class period. There was some focus on getting the project done	Did not use class time to focus on the project	
10	Attractiveness	The mask is exceptionally attractive in terms of design, layout, and neatness. Creative thought evident.	The mask is attractive in terms of design, layout and neatness. Some creativity evident.	The package is acceptably masked though it may be a bit messy. Limited creativity evident.	The mask is distractingly mess or very poorly designed. It is not attractive. No creativity evident.	
20	Format	Conforms exactly to specifications of format: represents a specific, literary character of depth. Has neat eye holes and rubber band.	Conforms to specifications of format: represents a literary character. Has appropriately-placed eye holes and rubber band.	Conforms to most specifications of format: may represent a literary character. Eye holes may or may not be appropriately placed. Rubber band attached.	Does not conform to specifications of format: does not represent a known literary character. Lacks eye holes and/or rubber band.	
30	Symbols, Colors, and Shape	Mask exhibits 3 or more symbols for character chosen. Contains 2 or more symbolic colors and a unique shape that contributes to the meaning of the mask.	Mask exhibits 3 symbols, mostly appropriate for character chosen. Contains 2 colors and a unique shape that may or may not contribute to the meaning of the mask.	Mask exhibits 3 symbols that may be inappropriate for character. 1-2 colors and shape of mask exhibits some creativity. Symbols, colors, shape somewhat contribute to meaning of the mask.	Mask exhibits less than 3 symbols, 1 or fewer colors, uncreative and/or unmeaningful shape.	
30	Explanation	All symbols, colors, shape very thoroughly explained; all parts of mask contribute smoothly to interpretation of character.	All/most symbols, colors, shape very thoroughly explained; all/most parts of mask contribute to interpretation of character.	Some symbols, colors, shape very thoroughly explained; some parts of mask contribute to interpretation of character.	Symbols, colors, shape not explained; some/no parts of mask contribute to interpretation of character. Explanation less than ½ page.	
Total						

## “On the Edge” Introductory Activity

Students will be informed of what the unit is called and then what the unit will be about. After learning that “On the Edge” will be a unit of suspenseful and cliff-hanging stories, the students will be asked to write down the definition of suspense in their notes. To help the students further understand the meaning of suspense, we will watch a short clip from the movie Vertical Limit. The clip will last approximately five minutes.

We will watch the Garrett family climb up the side of a canyon. Another pair of climbers starts falling and begins to knock Annie, her brother, Peter, and their father, Royce, loose from the side of the canyon wall. Everyone is losing his/her balance quickly. The other group of climbers has completely fallen to their deaths, or so we can assume, and the Garretts’ are suspended hundreds, if not thousands, of feet in the air. Their harnesses and hooks aren’t holding because of all the weight. Annie can’t reach the wall to hook them back in. Royce asks Peter to cut the rope and let him fall in order to save his children’s lives. Annie is screaming, “No,” and Royce tells Peter if he doesn’t cut him loose he will kill his sister. Peter puts his knife to the rope and...the video is turned off. The students are then asked to write what they feel in their journals. They are also asked to predict what will happen in the video.

When the students are finished writing in their journals, they will be allowed the opportunity to share their journal entries. We will further discuss how suspenseful literature will leave readers hanging “on the edge” and wanting more.

## “On the Edge” Plans

### Day 1

~**Bell ringer: Journal Entry:** If you had 3 wishes, what would you choose and why?

Afterwards, volunteers may share. The entry title will be written on the white board. Students will keep their entries in the “bell ringer” section of their notebooks.

This activity should last 10 minutes.

~**Unit 1 introduction:** “On the Edge”- Suspenseful Literature

Introduce the students to the unit they will be working on. Tell them the name of the Unit, On the Edge, the selections they will be reading, the reading strategies they will be using, the literary elements and terms and vocabulary they will be learning, and the projects will be doing. The teacher will have the unit map in lesson plan folder.

This activity should last 10 minutes.

~**Video Clip and Journal:** Show about the first 5 minutes of Vertical Limit- (up until Peter is told to cut his father loose. Don’t show what actually happens, only until Peter puts the knife to the rope.)

When the video clip is over have the students write what they think will happen and why the video was stopped where it was. Allow students time to write and then they may share what they wrote.

After a few minutes, talk with the students about what suspense is and how this stopping point taught suspense. (This is the unit’s introductory activity and hook.)

This should take 10 minutes.

~**Vocabulary Index Card Matching:** Tape one vocabulary word or definition under each student desk. Some desks may require more than one card. Students will then discover the match to their vocabulary word or definition. They will then write a context sentence with their vocabulary word.

(The vocabulary words come from “The Monkey’s Paw” and “The Contents of a Dead Man’s Pocket.” These short stories are the first two suspenseful stories we will read in this unit.)

This activity should last 10 minutes.

~**Prediction:** Teach prediction based on cues and perusal. Notes: Write on board:  
*Predicting Outcomes: You identify details and hints to guess about what will happen in a work of literature.*

Have students make a chart in their notebooks similar to this one. I have already listed the questions on my chart, but students will write the questions and their predictions when we get to that point in the story. Do not list the questions in their chart, yet.

As we read “The Monkey’s Paw,” students will make predictions at key points (marked in teacher’s edition) during the story. They will then go back and confirm or rethink what actually has happened in the story.

Question	Prediction	Outcome
Why is Morris there?		
What is special about the paw?		
Why wish for death?		
When he sees something, what do these visions foreshadow?		
Why is the man there? Who is he?		
How much?		
Why does Mrs. White want the paw?		
What does she want to wish for?		
What would he look like?		
What was the last wish? Why?		

Teaching predictions and copying the chart should last 5 minutes.

~**“The Monkey’s Paw”**: As a class, read “The Monkey’s Paw” found on page 50 in textbook.

All will participate in reading. Ask for volunteers first. If no one volunteers, then the teacher will read, but will continue to ask for volunteers to read.

Stop after each section and have students predict and confirm or rethink predictions.

This should take 35 minutes.

~**Exit Ticket**: Students tell one thing they learned today in class for the final 5 minutes of class.

**\*\*Homework\*\*** Ask students to bring in a shoebox for their projects they will begin tomorrow. (Teacher note: If students forget, there are several in the back cabinet. Each group only needs one shoe box for the project.)

## **Day 2**

**~Bell ringer: Context Sentences:** Students will write context sentences with vocabulary words from “The Monkey’s Paw” and “Contents of a Dead Man’s Pocket.”

Go over sentences via volunteers.

This will last 10 minutes.

**“The Monkey’s Paw”:** Finish reading “The Monkey’s Paw” if needed.

If it is needed, it should not last more than 10 minutes.

**~Discussion:** Ask students about the third wish. What was it? Who made it? Why? Clarify any questions the students might have over the story. Then, as a class, go over the review and assess questions at the end of the selection, for further understanding and clarification. Also, allow students time to discuss the parts of the story they found the most suspenseful, etc.

This will last 10 minutes.

**~Video Clip:** Show “The Simpson’s” video clip of “The Monkey’s Paw.”

Using the LCD machine and laptop show video from YouTube on the internet.

This is will last 10 minutes.

**~Monkey’s Paw marketing Development Team Project:** Explain handout, project, and rubric to students. (Teacher note: This can be found above under unit goals and rubrics.)

Students will work in cooperative groups of four to produce product box with a label, as well as an instruction label. This activity will last for the rest of class.

Allow a few minutes (3ish) for time to clean up.

## **Day 3**

**~Bell ringer:** Daily Sentence.

Daily Sentence will be located on the overhead and projected on to white board. Students will correct the sentence in their notebooks. As a class, we will make sure all corrections are found.

This will last 5 minutes.



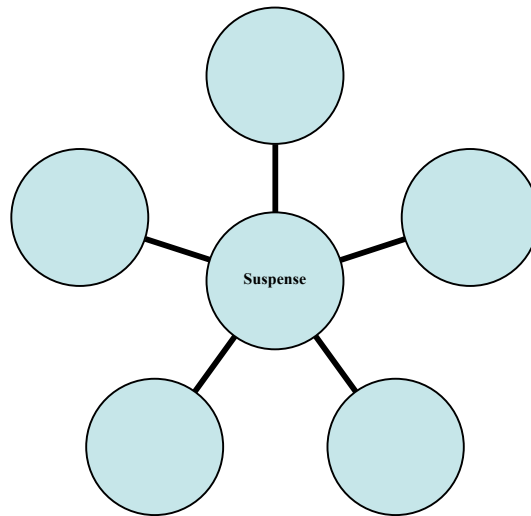
~**Finish Projects/Prepare Presentations:** Students will finish putting on their final details to their projects. They will begin preparing to present their projects to the class.

Students will have 25 minutes.

~**Presentations:** Each group's spokesperson (team leader) will present their project. Other group members will be encouraged to speak during the presentation.

Presentations will last 35-40 minutes.

~ **"Contents of a Dead Man's Pocket":** Before we begin reading this suspenseful story, have students copy down the suspense web from the board in their notebooks.



This selection is found on page 6 in textbooks. As we read, students will fill in the web with suspenseful moments.

This will last the rest of the class.

~**Exit Ticket:** Rapid shout out!

Students will rapidly shout out what was covered or learned in class today.

#### **Day 4**

~**Bell ringer: Journal Entry:** In what kinds of jobs is it routine to risk one's life and why are some people attracted to these jobs?

Students will have 10 minutes to write and 5 minutes to share.

~ **“Contents of a Dead Man’s Pocket”**: Students will finish reading selection. Students should be finished in 15 - 20 minutes.

~**Discussion**: As a class, fill in the suspense web with the information that the students wrote and discuss why these events were suspenseful. Discuss and clarify any parts of the story that were confusing for the students. Discuss how Tom’s life has been changed by the events that took place in the story. Ask students what they would do, if it was them in Tom’s situation.

This will last 20 minutes.

~ **“Dear Abby”**: Ask the class if they have ever read the “Dear Abby” section of the newspaper. If some of the students say, “No,” briefly, tell the students that in this section people write to an advice columnist with their problems. Abby will write them back with her advice as to how she would solve the problem.

Allow about 10 minutes to explain the “Dear Abby” and give a brief example.

Divide the students in to pairs. Tell the groups, that they are going to write a letter to Dear Abby. They will be writing this letter as if they were Clare from “The Content’s of a Dead Man’s Pocket.” In their letters, they will address the issue of Tom being a workaholic. Allow student’s 15 minutes to write to Abby.

After 15 minutes, have the groups exchange their letters to Abby. Tell students that they are now Abby. They must now, answer the other group’s letter. Remind students that this is serious and Clare needs urgent, serious, and “for real” advice on how to help Tom not be a workaholic all the time. Allow students 10 minutes to answer the letters and take them up.

~**Exit ticket**: What could Tom have done different? This will last 5 minutes.

### **Day 5**

~**Bell ringer**: Daily Sentence.

Daily Sentence will be located on the overhead and projected on to white board. Students will correct the sentence in their notebooks. As a class, we will make sure all corrections are found.

This will last 5 minutes.

~ **“Dear Abby” Letters**: Allow students 5-10 minutes to finish their response letters from yesterday.

Read to the class the “Dear Abby” Letters and responses. Ask students how now feel about giving Tom advice. What do they think is the best advice? What would they do if this was a true situation?

This will last 15 minutes.

~***The Life and Death of Tom Beneke***: Students will do a three part writing project over Tom Beneke's "ledge hanging" experience.

First, pre-teach what an obituary consists of. (Teacher Note: Have a few notes jotted on the board on an obituary.) Share a few obituaries with the students. Have the obituaries on transparencies to project on the whiteboard.

This activity will take 15 minutes.

Then, tell students they are to now imagine that Tom did not make it back into his apartment. Tom fell off of his 11<sup>th</sup> story apartment's ledge, while trying to recover his yellow paper. Clare **does not** see his body!

They will then be asked to write Tom's obituary for the local paper. Leave one of the examples projected for the students to reference.

Allow students 30 minutes to write.

~***Exit Ticket***: Have students share what they have been writing. This will last the last 15 minutes of class.

### ***Day 6***

~***Bell ringer***: Daily Sentence.

Daily Sentence will be located on the overhead and projected on to white board. Students will correct the sentence in their notebooks. As a class, we will make sure all corrections are found.

This will last 5 minutes.

~***The Life and Death of Tom Beneke***: Pre-teach what an eulogy consists of. (Teacher Note: Have a few notes jotted on the board over an eulogy.) Share a few eulogies with the students. Have the eulogies on transparencies to project on the whiteboard.

Pre-teaching will last about 15 minutes.

They will then be asked to write Tom's eulogy. The eulogy can be from his boss or Clare's perspective. Leave one of the examples projected for the students to reference.

Allow students 40 minutes to write.

Finally, poor Tom's situation has changed! Tell students that everything they just wrote was part of what Tom imagined while he was hanging on the ledge and seeing his life flash before him.

Students will now write a "Near Death Experience" article from Tom's view point. In the article, students will express everything Tom has been through on these terrifying moments on the ledge above New York City. They will write about how he has felt what he has heard and imagined, what has changed for Tom. They will write about what Tom's plans are for the future. They may even use quotes from Clare on the experience.

Students will have the rest of the class to work on Tom's article.

**\*\*Homework\*\*** Students will finish writing their article.

### **Day 7**

**~Bell ringer: Journal Entry:** Have students write about a modern-day plague –example: AIDS- what do they know about it: Do they know anyone who has AIDS, personally or not. What can we do to protect ourselves for diseases?

Students will have 5 minutes to write in their journals. Then as a class, we will have a Mini-Discussion about modern-day plagues and "old" plagues. We will discuss the Black Plague-what it is, what caused it, who it affected, etc. This will be the introduction to "The Masque of the Red Death." This will last 10 minutes.

**~Tom Beneke Project:** Allow students 15 minutes to share their eulogies and 20 minutes to share their articles.

**~Week's Vocabulary Introduction:** Students will do across word puzzle over their vocabulary words from "The Monkey's Paw," "The Content's of a Dead Man's Pocket," and "The Masque of the Red Death." The crossword puzzle will have all the terms listed on it, but students may use their books. (See attachment.)

Students will be allowed 15 minutes for this activity.

**~Pre-teach: Symbols:** On the board list several items that symbolize something else. Examples may include but not be limited to: American Flag, olive branch, heart, dove, 4-leaf clover, dollar sign, etc.

Have students identify what each item symbolizes. Keep in mind there might be more than one answer. For example: American Flag=freedom, the U.S., the 13 colonies, or all the states.

Ask students for symbols they know and what the symbols stand for. Remind students their examples must be school appropriate.

This activity should last 15 minutes.

~ ***“The Masque of the Red Death”***: Have students begin reading this short story.

They will read for 10 minutes.

~***Exit ticket: Choral response***: Students respond as a class to directive questions about symbols. They will also name symbols found in their story.

This will last the remaining 5 minutes of class.

### ***Day 8***

~***Bell ringer***: Daily Sentence.

Daily Sentence will be located on the overhead and projected on to white board. Students will correct the sentence in their notebooks. As a class, we will make sure all corrections are found.

This will last 5 minutes.

~***“The Masque of the Red Death”***: As a class, read “The Masque of the Red Death.” Stop periodically to clarify questions students might have.

After the story is read in its entirety, clarify any questions the students might have. Also, review the story with the students for further understanding.

This should last 40 minutes.

~ ***“The Masque of the Red Death” Symbol Graphic Organizer***: Allow students to get into pairs to fill out their graphic organizers on symbols in the story. As students pair up, pass out graphic organizer. (See attachment.) The symbols will also include the seven rooms readers are taken through. Students will color the boxes according to the colors of the rooms. Within the boxes they will list the symbols found within the rooms. The students will any symbols they find outside the individual rooms.

Allow students 15 minutes to work on their graphic organizers.

Then have volunteers share symbols they have found. We will finish filling out the organizer as a class, making sure that students have several examples including why the rooms move from east to west and what that may symbolize.

This should take 10 minutes.

~ ***Masque Mask Project***: Students will create a masque with at least three different symbols for “The Mask of the Red Death.” They must use at least two different colors on

their mask that symbolize two aspects from the story. Students will write a ½ page explanation detailing the reasons they chose their symbols and colors.

Before students begin creating their masques, pass out and go over their handouts and rubrics. (The handout and rubric are located in Goals and Rubrics).

Explaining the project and clarifying any question the students have will last 10 minutes.

~**Exit Ticket:** Students will have 5 minutes to begin planning their masque.

### **Day 9**

~**Bell ringer: Journal Entry:** Student will write about what they would do if they were the Prince.

They will have 10 minutes to write and 5 minutes to share.

~**Masque Mask Project:** Quickly, re-teach their Masque Mask Projects.

Students will have 70 minutes to complete their masques.

~**Exit Ticket:** Students will have 5 minutes to clean/straighten the room.

### **Day10**

~**Bell ringer:** Students will do a task reflection journal over their Masque Mask Project. The reflection props will be listed on the over head and projected onto the white board.

1. To complete this task, I did the following...
2. I understood the purpose of this task to be... [What was the Essential Question?]
3. The parts of the task that were new for me were...
4. The parts of the task that I already knew were...
5. In doing this task, I learned...
6. A question that I have about this topic or an area that I feel unclear is...
7. In doing this task, I felt I did a very good job with...

Allow students 10 minutes to complete and 5 to share.

~**Presentations:** Allow volunteers to present and explain their masks to the class. Tell the students they can receive bonus points for their presentations (maybe 2 but no more than 5). This is to encourage students to speak up in class more.

This will take no more than 15 minutes.

~**Study Guide:** Students will complete their study guides over this unit. (See attachment.) The test will be in two days.

Students will have 55 minutes to work on their study guides.

~**Exit Ticket:** Students will have an opportunity to seek individualized help for the test.

Exit ticket will last the last 5 minutes of class.

**\*\*Homework\*\*** Complete study guide

### **Day 11**

~**Bell ringer: Journal Entry:** “Every set back is an opportunity for a come back.” In your life, is this proven true? Have you recovered?

Students will write for 5 minutes and share for 5 minutes.

~**Study Guide:** As a class, we will go over the questions and answers to the study guide for clarification and understanding.

This should take approximately 30 minutes.

~**Trivia:** In four groups, students will play trivia to further review for their test. The team with the highest score will receive bonus points on their tests. Questions will come from test, study guide, and review and assess questions from textbook.

Trivia will be played for 40 minutes.

~**Test Review:** Go over what the test format will be and what is to be expected. Allow students to ask questions about what is to be expected on their test tomorrow.

Allow 5 minutes to review test format.

~**Exit Ticket:** Students will rapidly shout out questions they have for their test tomorrow. This will be a quick review and time for clarification.

Rapid shout out will take the last 5 minutes of class.

**\*\*Homework\*\* Study for test!**

### **Day 12**

~**Bell ringer:** Daily Sentence.

Daily Sentence will be located on the overhead and projected on to white board. Students will correct the sentence in their notebooks. As a class, we will make sure all corrections are found.

This will last 5 minutes.

**~Unit 1 Test:** Students will have a quick review of the selections and test information and have an opportunity to ask questions for clarification.

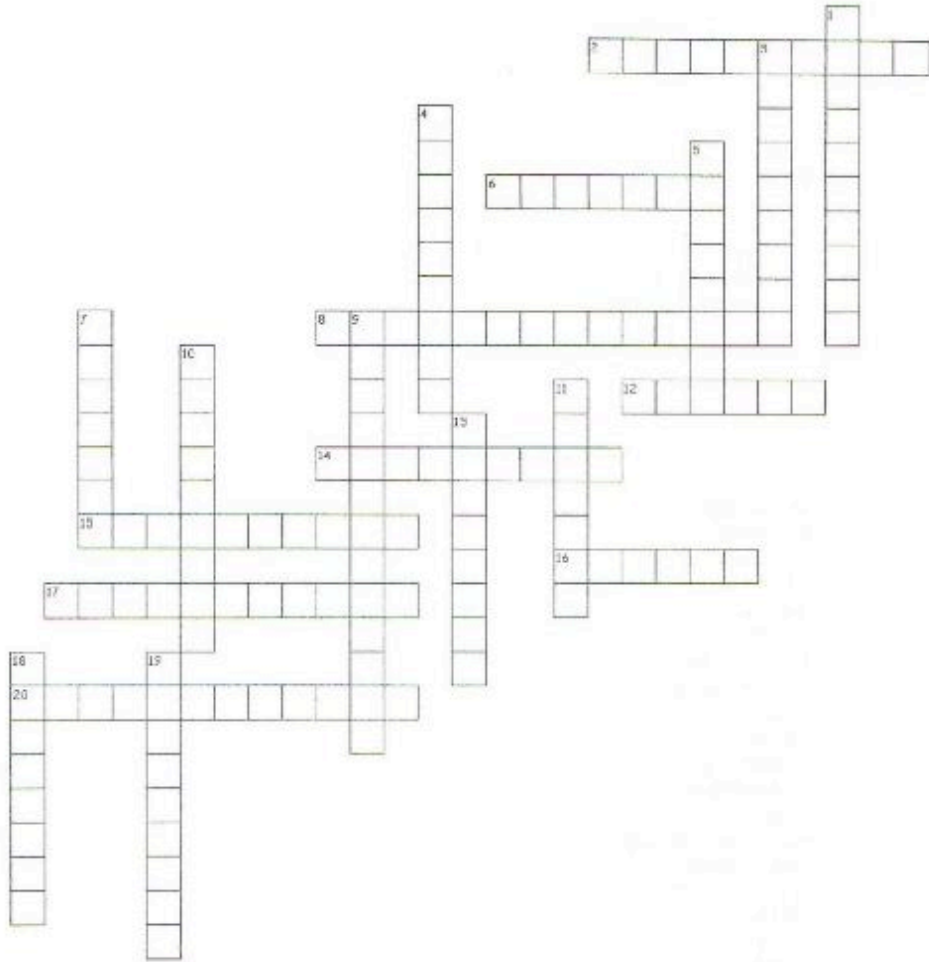
Then, students will take the Unit 1 Test.

Students may have as long as they need to complete their test.

**~Supplemental Reading:** When students have completed and turned in their tests, they will have the opportunity to read a book of their choosing. There are books located in the back of the classroom or they may read a book they have. Students will write a response to what they have read. Their responses will be a minimum of 1 paragraph.



# Short Story Vocabulary



**Across**

2. greedy for riches
6. twisted facial expression
8. disapproval
12. magnificent
14. elaborately designed
15. intricate;twisted
16. noisy
17. clothing
20. endless

**Down**

1. feeling of something bad
3. stopping
4. rapid firing of firearms
5. great pleasure
7. ordinary
9. unnoticeable
10. secretly
11. brave
13. skillfulness
18. pleasantly sharp
19. tendency to believe too readily

**WORD BANK:**

doughty  
credulity  
prosaic  
avaricious  
furtively  
fusillade  
foreboding  
tumult  
august  
piquancy  
arabesque  
cessation  
disapprobation  
habiliments  
convoluted  
grimace  
deftness  
imperceptibly  
reveling  
interminable

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Block: \_\_\_\_\_

### "The Masque of the Red Death" Symbols

Directions: Colors and objects can act as symbols in literature. As you read "The Masque of the Red Death," write the color of each room in the corresponding box. Next, write what you think each color symbolizes below the color. Then, list any symbols you find in the rooms in which they occur in the story, and write down what you believe they symbolize. Finally, any symbols you find outside of individual rooms write in the box provided below.

1. East Room  
Blue Windows  
Possible Meanings: Coolness, purity, water, beginning

2.

3.

4.

5.

6.

7.

Object      What it symbolizes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Unit 1: *On the Edge* STUDY GUIDE

- **Answer the Review and Assess questions at the end of each selection:**

"Contents of a Dead Man's Pocket" p.20 (1-6)

"The Monkey's Paw" p.58 (1-6)

"The Masque of the Red Death" p.88 (1-6)

- **Literary Elements** (look up the terms in the back of your literature book)

Literary Term	Definition	Example
Suspense		
Rising Action		
Foreshadowing		
First-Person Point of View		
Symbol		
Setting		
Climax		

- **Vocabulary**

(Use your crossword puzzle to study)

\*Make context sentences for each of the following vocabulary words.

-p.5

-p.49

-p.81

- **Sentence corrections from daily bellringers**

(Review your notes)