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| **Stage 1 – Desired Results** | |
| **Established Goals:** | |
| **Understandings:**  *Students will understand that :*  *The purpose of suspense is to add engagements and excitement.*  *Suspense is created in a variety of ways: figurative language, word choice, weather, imagery, etc.* | **Essential Questions:**   * What makes a situation or story suspenseful? * How does suspense draw the reader deep into the action of the plot? * How is suspense used by writers to create mood and engagement? |
| Students will know:   * *Suspense is a literary device* * literary devices are used in suspense * That vocabulary choice, imagery, contributes to the mood of the story. | Students will be able to:  *(Language functions)*   * Identify – the writer’s tone and mood of the writing imagery, foreshadowing, irony, figurative language * Infer – piece together the clues to solve the mystery * Predict – what’s going to happen * Compare/Contrast – stories read in class * Justify/Persuade-Who you think the murderer is and why? * List the major events of a story in order of importance |
| *Unit Vocabulary:*  *Literary devices:mood, tone, attitude, imagery, visualization, suspense, foreshadowing, irony, figurative language, solution, resolution*  *Other: suspect. Suspicion, anticipate, predict, hints, clues, adrenaline, motive, means,*  *non-fiction: , feature story, byline, chronological order, victim, accused, alleged, perpetrator, weapon,*    *Synonyms for emotions, sounds, weather, etc.* | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Tasks:**   * Students write their own suspense stories using writing prompts. (use show don’t tell) * Tell or perform your suspense story to the class. | **Other Evidence:**   * Pick out examples of how suspense is created in the movie clip ìA Stranger Callsî * Identify elements of a short story |
| **Stage 3 – Learning Plan** | |
| **Learning Activities:**   * Students pick their own suspense stories by famous authors * Jig-saw activity: students share stories they’ve read with each other * Create a readers theaters with sound effects (See Voices for examples of Readers Theater) * Play the music from a suspense movie while students close their eyes and describe their reaction * Listen to the audio version of ÏThe RavenÓ * Research a biography of a suspense writer and write what personal events contributed to the author’s stories? * Research the origins of Halloween * Read a suspense story in your native language. * Write a paragraph or essay identifying how the author used suspense (NSHS) | |
| **Materials and Resources:**  recordings: ÏTell Tale HeartÓ, ÏThe Pit and the PendulumÓ, ÏPrairie CompanionÓ, ÏThe RavenÓ  “The Tell-Tale Heart” by Poe (Spotlight on Lit. #2, pg. 30) (Can be also viewed on youtube)  “The Black Cat” by Poe (Spotlight on Lit. #3, pg. 18)  “The Raven” (VIL, Gold, p.99) “Sherlock Holmes” stories  “The Sniper” (Spotlight on Literature #6, p.42)  “The Bet” by Chekov (Spotlight on Lit. #2)  “The Necklace” by Guy deMaupassant (Spotlight on Lit. #3, pg. 9)  “The Monkey’s Paw” (Spotlight on Literature)  “A game of Chess (Spotlight on Literature)  “Lady and the Tiger” (Spotlight on Literature)  “The Landlady” Roald Dahl  “Caste of Amontillado”  “Frankenstein Level 3 (NSHS)  Dracula Level 3 (NSHS)  Holes by Louis Sachar   * Clue – the game; movie Sherlock Holmes videos   Movie clip: “A Stranger Calls” (youtube)  Nonfiction:  “The Roanoke Settlement” (Reading and Vocabulary Development, Volume 2 Ackert and Lee, p. 126- 131)(NSHS)  “The Easter Island Statues” (Volume 2, p. 132-137)  :”Stonehedge” (Reading and Vocabulary Development, Volume 2 Ackert and Lee) | |