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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?
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| 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
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| *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
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| **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)
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| **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) |