

### Unit One: The Individual and Society

Writing Skill	Selection	Reading/ Literary Study	Inquiry/ Research	Viewing/ Representing/ Production	Listening/ Speaking/ Evaluating	Resources
	Puritan/Native American Literature					
<p><u>Journal Writing:</u> WC pp. 12-15 Possible topic: An exciting moment <b>TEKS 1A-C</b></p>	<p><b>Oral literature:</b> Related works for the personal narrative include the following narratives: "Song of the Sky Loom," <i>LOL</i> p. 34 "Hunting Song," <i>LOL</i> p. 35 <b>TEKS 8A, C, D, 9A</b></p>	<p><u>Repetition, metaphor:</u> Complete chart in Unit One Resource Book, p. 14 <b>TEKS 11D, 11F</b></p>	<p><u>Historical background:</u> Research oral literature of selected Native American tribes-- past or present. <b>TEKS 13A, B, E</b></p>	<p><u>Mood, detail:</u> What do shape, line, and color communicate in the painting <i>Born Free</i>? <i>LOL</i> p. 36 <b>TEKS 19A-C</b></p>	<p><u>Repetition, rhythm:</u> Read the poems aloud, listening for effects of repetition and rhythm. Play Native American music as background. <b>TEKS 14A-E</b></p>	<p>Unit One Resource Book</p>
<p><u>Journal Writing:</u> A personal triumph An embarrassing moment <b>TEKS 1A, 1B, 1C, 2A</b></p>	<p><b>Narrative:</b> Mourning Dove - "Coyote Stories," <i>LOL</i> p. 39-43 <b>TEKS 8A, C, D, 9A</b></p>	<p><u>Irony:</u> <i>LOL</i>, p. 42. <u>Details, Summary:</u> Resource Book, p. 17. Write a brief summary of each story. <b>TEKS 7A, 7D, 7F, 8A-D, 9A, 9B</b></p>	<p><u>Historical background:</u> Research oral Native American literature as it has been recorded by Native Americans and others. <b>TEKS 13A, 13B, 13E</b></p>	<p><u>Analysis of Oral Literature:</u> View "Coyote's Eyes" on the text video cassette. Use p. 24 in Literary Analysis Transparencies. <b>TEKS 19B, C</b></p>	<p><u>Detail, Irony:</u> Read one of the stories aloud, listening carefully for important details and irony in the stories. <b>TEKS 14A-E</b></p>	<p>McDougal video cassette Literary Analysis Transparencies</p>

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<p><u>Journal Writing:</u> A sad time that made me stronger. <u>Prewriting:</u> Create a life map, showing your life journey, including bends and bumps in the road, as well as "smooth" travelling. WC, pp. 8-9 <b>TEKS</b> 4D-E, 19A, B</p>	<p><b>Narrative:</b> Leslie Marmon Silko - "The Man to Send Rain Clouds," LOL p. 48 N. Scott Momaday- "The Way to Rainy Mountain," p. 55 <b>TEKS</b> 8A, C, D, 9A</p>	<p><u>Making inferences:</u> LOL p. 50, <u>Symbolism:</u> LOL p. 52. <b>TEKS</b> 7D,8A,C, 9A,B,11B, E <u>Setting:</u> Resource Book , p. 27 <b>TEKS</b> 6B <u>Connotations:</u> LOL p. 58 <b>TEKS</b> 6G, 7G <u>Analogies:</u> LOL p. 63 <b>TEKS</b> 7F,G</p>	<p>Research present-day Native American culture of selected tribes. <b>TEKS</b> 13A, 13B, 13D, 13E</p>	<p><u>Visualizing:</u> Illustrate the myth in "The Way to Rainy Mountain." Literary Analysis Transparencies, Legend/Myth, p 24. <b>TEKS</b> 19A, 19B</p>	<p>Play Native American music as background to the stories. <b>TEKS</b> 14A-B</p>	
<p><u>Personal Narrative:</u> Review life map and journal entries. Brainstorm for the best essay topic. WC pp. 36-45, 56-70 LOL pp. 1268-76, 1279-80. <b>TEKS</b> 2A</p>	<p><b>Narrative:</b> William Bradford - "Of Plymouth Plantation," LOL p. 81 <b>TEKS</b> 8A, 8C, 8D, 9A</p>	<p><u>Summary;</u> <u>Cause/Effect:</u> InterActive Reader, pp.2-12.</p>	<p><u>Historical background:</u> Research life in the early American colonies. <b>TEKS</b> 13A, B, D, E</p>	<p>Share life maps in groups or with the entire class. <b>TEKS</b> 19A</p>	<p>Listen and respond to classmates' life maps. Discuss possible essay topics in groups. <b>TEKS</b> 15A-F</p>	<p>InterActive Reader</p>

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<p><u>Personal Narrative:</u> Draft and write a personal narrative. Work in groups to peer read for content and mechanics. Produce a final essay for teacher evaluation. <b>TEKS</b> 1A-C, 2A-E, 3A-D <u>Sentence Variety:</u> LOL.127 <b>TEKS</b> 3C</p>	<p><b>Narrative:</b> "The Interesting Narrative of Olaudah Equiano," <i>LOL</i> p. 93 Maya Angelou - "My Sojourn in the Lands of My Ancestors," <i>LOL</i> p. 110 <b>TEKS</b> 6B, 7A-D, 7G,7I, 8A-D, 9A-B, 11A-C</p>	<p><u>Detail:</u> Unit One Resource Book, p. 43 <u>Imagery:</u> <i>LOL</i> p.112 <u>Interpretation:</u> <i>LOL:</i> p.116 <b>TEKS</b> 7D 9A, 11B, 11E, 11F <u>Building vocabulary:</u> <i>LOL</i> , p.126 <b>TEKS</b> 6AD</p>	<p><u>Historical Background:</u> Research the history of slavery in the United States and specific narratives of slaves. Find a contemporary book review about slavery online. <b>TEKS</b> 13A-E</p>	<p><u>Mood:</u> In groups, examine the painting <i>Slave Ship</i> <i>LOL</i> p. 96. Develop a list of words describing mood and details that create the mood. <b>TEKS</b> 15A-F, 19A-C</p>	<p>Share group art analysis with the class. Report on research about slavery. Read selected personal narratives. <b>TEKS</b> 15A-F</p>	
<p><u>Journal Writing :</u> A devastating experience. True love: is it possible? <i>LOL</i> , p. 141 <b>TEKS</b> 1A,2A,4A</p>	<p><b>Poetry:</b> Anne Bradstreet - "To My Dear and Loving Husband" <i>LOL</i> , p138 "Upon the Burning of My House," <i>LOL</i> , p. 140 <b>TEKS</b> 6A, B, E-G; 7-C, G; 8C, D</p>	<p><u>Inverted syntax, meter, metaphor, simile, hyperbole:</u> Work Meter Skillbuilder, Unit Two Resource Book, p. 5. Transparency from Literary Analysis Transparencies, p. 12 <u>Analogies:</u> <i>LOL</i> p. 140, 254 <b>TEKS</b> 6A, 9A-B</p>	<p>Research the role of Puritan women in early American society. <b>TEKS</b> 13A-E</p>		<p><u>Literary Analysis:</u> Read the poems aloud. Discuss in groups. <b>TEKS</b> 14A; 15A-F</p>	<p>Unit Two Resource Book Literary Analysis Transparencies</p>

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<p><u>Journal Writing:</u> I believe-- I don't believe-- <b>TEKS 1A,2A,4A</b></p>	<p><b>Sermon:</b> Jonathan Edwards - "Sinners in the Hands of an Angry God," <i>LOL</i> p. 152 <b>TEKS 6A, B, E, F, G, 7A, B, C, G, 8C, D</b></p>	<p><u>Connotation, emotional language:</u> <i>LOL</i> p. 159 Literary Analysis Transparencies, pp. 10. <u>Inference, summary, main idea, imagery:</u> Work activities in InterActive Reader, pp. 13-20.</p>	<p>Research Puritan intolerance and relate intolerance in other colonies: Lord Baltimore, Roger Williams, William Penn. <b>TEKS 13A, B, D, E</b></p>		<p><u>Persuasion:</u> Listen to Edwards' sermon on disk. <b>TEKS 14A-E</b> Discuss the emotional impact of hearing the sermon. <b>TEKS 15A-F</b></p>	<p>Unit Two Resource Book Literary Analysis Transparencies</p>
<p><u>Eyewitness Report</u> <i>LOL</i>, p. 120, Coymasters, p. 25. Plan an oral or written eyewitness report of a chosen event. <b>TEKS 1A-C, 2A-E</b></p>	<p><b>Drama:</b> Arthur Miller - <i>The Crucible</i>, <i>LOL</i> pp. 163-243 <b>TEKS 6A-B, 7A-C, 7G, 8A, 8C-D, 9A- B</b></p>	<p><u>Drama:</u> Read "The Conventions of Drama," <i>LOL</i> pp. 161-162. <b>TEKS 6A, 7A-H, 8A- D, 9A-9B</b></p>	<p>Research topics relating to Puritan beliefs about witchcraft. <b>TEKS 13A-E</b></p>	<p><u>Mood and Meaning:</u> Analyze the use of color in the painting on <i>LOL</i> p. 155. Make and illustrate a jacket cover for Edwards' sermon. <b>TEKS 19A-B</b></p>	<p><u>Listening Skills:</u> Rumor Round Robin to demonstrate how the truth is altered. <b>TEKS 14A-E</b></p>	<p>InterActive Reader</p>

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<p><u>Characterization essay:</u> WC, pp. 96-97 Select an important character from the play. Take notes on the character. Use graphic organizers, Unit Two Resource Book, pp. 16, 21, 26,27, 31. Consider traits, changes, and motivation. How is the character's fate determined by his/her qualities? Use the prewriting, drafting, revising, and editing steps to develop a substantive final product. WC, pp. 100-103. Complete selected writing topics in <i>TAKS Applied Practice</i>. <b>TEKS</b> 1A-C, 2A-E, 3A-D 5A-B, 7D</p>	<p><b>Drama:</b> Arthur Miller - <i>The Crucible</i>, LOL pp. 163-243 <b>TEKS</b> 6A-B, 7A-C, G, 8A, 8C-D, 9A-B</p>	<p>Drama: Read <i>The Crucible</i> in class. <u>Context clues</u>, <u>analogies</u>: LOL pp. 163-165, 245, Unit Two Resource Book, pp.18, 48. <b>TEKS</b> 6A,B,G <u>Summary</u>, <u>cause/effect</u>, <u>inference</u>: Work activities in the InterActive Reader. Respond to TAKS practice in <i>TAKS Applied Practice</i>. <b>TEKS</b> 6B, 7B, 8A, C, D, 9A-B, 10B-C, 11B-F <u>Figurative language</u>:LOL 210 <u>foreshadowing</u>, <u>characterization</u>, <u>mood</u>, <u>foil</u>: LOL p. 212, 224, <u>Irony</u>:LOL p.214, 222, 230. <b>TEKS</b> 7A-B, G, 11A-F</p>	<p>Research the Salem Witch Trials, Hawthorne's Salem ancestors, McCarthyism, and the indictment of Arthur Miller and other writers. <b>TEKS</b> 13A-E</p>	<p><u>Elements of drama</u>: Complete Literary Analysis Transparencies: Drama, pp. 3-7. Present research findings to the class in poster form, Power Point, or other visual format. View clips of or the entire movie of the play. Analyze lighting and sound techniques. <b>TEKS</b> 19B, 20A-F</p>	<p>Present research findings to the class orally. <b>TEKS</b> 14A-E,18A-B Read the play orally or listen to the CD. <b>TEKS</b> 17D-F,18A-C</p>	<p>Writing Transparencies and Copymasters Literary Analysis Transparencies</p>

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<p>Compare/Contrast: Write a comparison/contrast essay, using prewriting, drafting, revising, and editing techniques. Resource Book, p.35. Copymasters, pp. 31-32. WC, p. 226-231. <b>TEKS</b> 1A-C, 2A-E, 3A-D <u>Using gerunds</u>: LOL, p. 255 <b>TEKS</b> 3C</p>	<p><b>Drama:</b> Arthur Miller - <i>The Crucible</i>, LOL pp. 163-243 <b>TEKS</b> 6A-B, 7A-C,7G, 8A,8C-D, 9A-B</p>	<p>Compare/Contrast: Literary Analysis Transparencies: p. 16. Make a Venn Diagram for Comparison/Contrast, Resource Book, p. 35 <b>TEKS</b> 11A</p>	<p>Research contemporary reactions to the play and reviews of <i>The Crucible</i>. <b>TEKS</b> 10C, 19A-E</p>	<p>Compare/Contrast: Make a graphic organize-- Writing Transparencies and Copymasters, pp.31-32. <b>TEKS</b> 7D, G</p>	<p>Create: In groups, write a "missing scene" from the play and act it out for the class. <b>TEKS</b> 16B, 16D, 18C</p>	<p><i>McDougal, Littell</i>, Literary Analysis Transparencies, InterActive Reader <i>The Crucible</i> video, Unit Two Resource Book <i>Applied Practice in The Crucible: TAKS Version</i>, Applied Practice Ltd. Austin, TX</p>

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	<b>Colonial Literature</b>					
<p><u>Business Writing:</u> Memo WC, p.418, LOL, p.1294 Imagine that you are Thomas Jefferson writing the "Declaration of Independence." Write a memo to a colleague asking for input or advice. Use correct memo form. <b>TEKS 1A-C</b></p>	<p><b>Persuasion:</b> Thomas Jefferson, "Declaration of Independence"-- LOL pp. 272-281. <b>TEKS 8B, 12A-C</b></p>	<p><u>Parallelism:</u> Complete the graphic in Unit Two Resource Book. <u>Cause and effect:</u> Create a cause/effect graphic, LOL, p. 276. <b>TEKS 7E, 8A-D, 12B-C</b></p>	<p><u>Historical Background:</u> Research the Age of Reason and selected writers such as Locke and Newton. <b>TEKS 13A-E</b></p>	<p><u>Persuasive elements:</u> Analyze the selections using transparencies in Literary Analysis Transparencies, pp. 8,9,10. TEKS 19A-C</p>	<p><u>Persuasion:</u> Choose a topic from journal entries and present a persuasive speech to the class. <b>TEKS 14A-E, 17A-F, 18A</b></p>	

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<p>Persuasive Writing: Use Writing Copymaster, p. 27 <i>LOL</i>, pp. 1285-86, <i>WC</i>, pp. 264-309, <i>WC</i> Composition Practice, pp. 44-52 Plan a persuasive essay on an important topic. Use prewriting, drafting, peer reading, revision, and editing to produce a substantive final copy. <b>TEKS</b> 1A-C, 2A-E, 3A-E, 5A-B</p>	<p><b>Persuasion:</b> Thomas Jefferson, "Declaration of Independence"-- <i>LOL</i> pp. 272-281. <b>TEKS</b> 8B, 12A-C Letters: "Letters-- Phillis Wheatley and Abigail Adams," <i>LOL</i>, pp. 283-288 <b>TEKS</b> 6A,B; 7A,C; 11D, F</p>	<p><u>Persuasive devices:</u> <u>rhetorical question.</u> <u>allusion:</u> Work activities in the Interactive Reader, pp. 48-58 <b>TEKS</b> 12A, C <u>Figurative Language:</u> <i>LOL</i>, p. 284. In groups of three, find, label, and determine effectiveness of figurative language. <b>TEKS</b> 6A, B; 7A, C; 11D,F <u>Vocabulary:</u> <u>Using context clues.</u> <i>LOL</i>, p. 326 <b>TEKS</b> 6B</p>	<p>Research the effectiveness of Patrick Henry's speech and the response to it. <b>TEKS</b> 13A-E</p>	<p><u>Mood and Meaning:</u> Painting of Patrick Henry, <i>LOL</i> p. 265: Analyze the ways in which light and color reflect meaning in the painting. <b>TEKS</b> 12B, C</p>	<p><u>Persuasive Devices:</u> Listen to Patrick Henry's speech on CD. In groups, discuss Henry's methods of persuasion. <b>TEKS</b> 10A 11F 14E 16A</p>	<p>Literary Analysis Transparencies, InterActive Reader, Unit Two Resource Book. Writing Transparencies and Copymasters. <i>WC</i> Composition Practice.</p>

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	<b>Romanticism</b>					
Write a <u>personal response</u> , or Longfellow <u>parody</u> . <i>LoL</i> p.348 <b>TEKS</b> 1A, 4B	<b>Poetry:</b> "A Psalm of Life" <i>LoL</i> p. 344 <b>TEKS</b> 7C, I; 11D, F; 16D	<u>Stanza</u> , <u>rhyme scheme</u> , and <u>meter</u> : <i>LoL</i> pp. 344, 347 <b>TEKS</b> 11D, F		Capture the mood of "A Psalm of Life" in a visual--realistic or abstract. <b>TEKS</b> 20A, C	Read "A Psalm of Life" aloud, having students read individual stanzas. <b>TEKS 15A</b>	Unit Three Resource Book, pp. 4-5
<u>Reflective Essay</u> : Write an essay on wealth. Write a <u>proverb</u> . Write an updated Faustian <u>legend</u> . <i>LoL</i> p. 361 <b>TEKS</b> 1A, 4A, E	<b>Short Story:</b> "The Devil and Tom Walker" <i>LoL</i> p. 349 <b>TEKS</b> 7H; 8A; 10B; 11A, F	<u>Imagery</u> : <i>LoL</i> pp. 349, 360 <b>TEKS</b> 10A, B; 11F			<u>Class Discussion</u> : Character <i>LoL</i> , p. 360 <b>TEKS</b> 14A-C 15C, E, F 18A, C	Unit Three Resource Book pp. 6-10

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<p>Write a persuasive business letter. A list of possible topics is included in this guide.</p> <p><b>TEKS</b> 1A;15F</p> <p>If students view the PBS series, write a <u>critical review</u> of the video (materials located in this curriculum guide).</p> <p><b>TEKS</b> 1A-C; 2A-C,E; 3A-E Little is written about Pearl at the end of the novel. Write a <u>journal entry</u> for Pearl on her 18th birthday or have Pearl write a letter to her mother.</p> <p>Good web resource: <a href="http://school.discovery.com/lessonplans/programs/thescarletletter/">http://school.discovery.com/lessonplans/programs/thescarletletter/</a></p> <p><b>TEKS</b> 1A</p>	<p><b>Novel:</b> <i>The Scarlet Letter</i> - Read the novel. <b>TEKS</b> 6A,B; 7A-I; 8B-D, 9B; 11A-C, E, F <b>OR</b></p> <p><b>Novel/Video</b> <i>The Scarlet Letter</i> PBS series - Read selected chapters and view video</p> <p><b>TEKS</b> 6A,B; 7A-I; 8B-D; 9B; 11A-C, E, F; 20B,D</p>	<p>Symbolism, theme</p> <p><b>TEKS</b> 11A,F</p>	<p>Discourse: An Introduction to <i>The Scarlet Letter</i> (found on English Website in August of 2003)</p> <p><b>TEKS</b> 4A,B,C</p>	<p>Class discussion: Romantic elements, character, relationships, symbols, setting, the notion of "sin," conflicts, motifs, and themes. <b>TEKS</b> 14A,C; 15C,E,F; 18A,C</p>	<p><i>What a Scandal!</i></p> <p>An introductory project to <i>The Scarlet Letter</i> (included in this curriculum guide)</p> <p><b>TEKS</b> 1A; 4A,B,C; 21B,C,D</p> <p>Create a proposal for a scene in the new movie <i>The Scarlet Letter</i> (Activity found in <i>Reading, Thinking, and Writing About Multicultural Literature</i> by Carol Booth Olson (located on campus); additional resources found in the this curriculum guide)</p> <p><b>TEKS</b> 20B,D</p>	<p><i>Writer's Choice</i></p> <p>Business and Technical Writing Activities Ancillary.</p> <p>Literature Connections</p> <p>Source Book for <i>The Scarlet Letter</i> (located on campus)</p> <p>PBS Series Guide (located on campus)</p> <p>Reading,</p>

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	Author study <b>Edgar Allen Poe</b> (LoL pp. 446-48)					
Write a <u>prose description</u> , speaker's <u>diary entry</u> or a <u>poetic parody</u> . LoL, p. 472 <b>TEKS</b> 1A,B;4B	<b>Poetry</b> "The Raven" LoL pp. 450-53 <b>TEKS</b> 7E,G; 8A; 11D,F	<u>Sound devices:</u> LoL pp. 466/471 <b>TEKS</b> 11D	View and report on a website for Poe-related virtual tours, museums, biographical information at <a href="http://www.janaedwards.com/poe.html">http://www.janaedwards.com/poe.html</a> <b>TEKS</b> 13B	Create a dramatic reading and videotape the performance. LoL, p. 472 <b>TEKS</b> 15A, B, D; 18C	Class discussion: rhyme, the speaker, the raven (real or imagined), and see LoL, p. 472	<i>LoL</i> Unit Three Resource Book, pp. 56-60
Write a newspaper <u>editorial</u> , a <u>poetic retelling</u> or an archeological <u>report</u> . LoL p. 463 <b>TEKS</b> 1A,B ;4B,F	<b>Short Story</b> "The Masque of the Red Death" LoL p. 454 <b>TEKS</b> 4D,E; 7A,C,D,H;11A,F	<u>Allegory:</u> LoL pp. 454/562 <b>TEKS</b> 11F		Design the set for a television version of the story. Create a radio dramatization of the story. LoL, p. 463 <b>TEKS</b> 7D; 18C; 21C, D	Class discussion: character, message, and see LoL, p. 462	<i>LoL</i> Unit Three Resource Book page 51-55

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<p>Write Roderick Usher's <u>letter</u>, <u>compare contrast</u> Roderick Usher and his home, or have Madeline <u>retell</u> the story.  <i>LOL</i> p. 498  <b>TEKS 1B;4B</b> <u>Using adverbs and adverb phrases:</u> <i>LOL</i>, p. 551 <b>TEKS 3C</b></p>	<p><b>Short Story</b>            "The Fall of the House of Usher"  <i>LOL</i> p. 473  <b>TEKS 4B,E; 7A,C; 8A;10B</b></p>	<p><u>Mood:</u>  <i>LOL</i> pp. 473/496            TEKS 11B, D  <u>Vocabulary: Word Origins.</u> <i>LOL</i>, p. 550 <b>TEKS 6D</b></p>		<p>Create a movie poster to promote an updated movie version of the story.  <i>LOL</i>,p. 498 <b>TEKS 7D; 21C</b> (How to read a movie poster included in this guide.)</p>	<p><u>Class discussion:</u>            Poe's creation of mood, character, narrator, and see <i>LOL</i>, p. 496 <b>TEKS 14A-C; 15C, E,F; 18A, C</b></p>	<p><i>LOL</i> Unit Three Resource Book pp. 61-65</p>