

**Edgar Allen Poe: reimagined****ENGL 4343****Ilyn Carranco****May 10, 2025**

## Unit Lesson Plan:

## Week 1:

Monday (Day One):

STAGE 1 – DESIRED RESULTS	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure: The Exploration of Literary Techniques and Narrative Structure</b>  <b>Established Goals:</b> <b>ELA 9.5- Students will analyze literary devices as well as their uses, primarily figurative language, imagery, and symbolism.</b> <b>ELA 9.6: Students will have the ability to properly identify, along with analyze, figurative language, themes, and symbols in poetry.</b>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>Students will understand and be able to figure out that by making use of these literary devices, such as figurative language, symbolism, and imagery, authors can evoke the meaning along with the emotional impact of poetry.</li> <li>Students will that literary devices are those factors which mostly create the reader's experience and indication of a poem.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are literary devices, and how do they have the ability to affect the meaning of a poem?</li> <li>How can we identify and/or analyze figurative language as well as symbolism in poetry?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>A variety of literary techniques such as figures of speech, the use of imagery, as well as other symbols that are widely used by authors and poets.</li> <li>How to analyze how these devices contribute to the meaning of the poem.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Explain how the poem “Annabel Lee” uses symbols and imagery to depict love towards the deceased and the sea.</li> <li>Analyze and discuss the function of each of these elements for the narrative of the poem.</li> </ul>

STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Students will identify and explain the various symbols and figurative language employed in</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Students are supposed to be able to differentiate between specific literary devices (e.g., metaphor,</li> </ul>

<p>“Annabel Lee” and after this, keep record of it by writing into their notebooks</p> <ul style="list-style-type: none"> <li>• Participate in class discussion and small group analysis on the poem's themes.</li> </ul>	<p>simile, and imagery) in the poem and explain them.</p> <ul style="list-style-type: none"> <li>• By means of group work, students will get to know the role of symbols and images in the transmission of the poems' thematic ideas.</li> </ul>
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#### MATERIALS

- 1. Copies of “Annabel Lee” by Edgar Allan Poe**
- 2. Whiteboard and markers**
- 3. Writing journals for note-taking**

#### STAGE 3 – LEARNING PLAN

##### Agenda:

- Introduce Edgar Allan Poe and his influence on literature.
- *Read “Annabel Lee” aloud using the popcorn reading technique and discuss its primary central themes.*
- Identify the poetic devices within the poem (e.g., metaphor, symbolism, imagery).
- While in pairs, students are to come up with more examples of literary devices used in the poem.
- Instructor calls on students to create presentations on what they have found, and then the instructor shall point out the major existence of figurative language and symbolism.

Tuesday (Day Two):

#### STAGE 1 – DESIRED RESULTS

**Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure**

##### Established Goals:

**ELA 9.5- Students will analyze literary devices as well as their uses, primarily figurative language, imagery, and symbolism.**

**ELA 9.6: Students will properly identify along with analyze figurative language, themes, and symbols in poetry.**

##### Understandings:

- Students will understand the alliance of the poem’s atmosphere and the reader’s feelings through

##### Essential Questions:

- In what way does the tone influence the comprehension of a poem by the reader?

<p>the tone and imagery with which the poet works.</p> <ul style="list-style-type: none"> <li>Students will understand how a poem's sensory details communicate feelings more powerfully.</li> </ul>	<ul style="list-style-type: none"> <li>What is the relationship between the images that Poe has picked and the mood that is created in "The Tell-Tale Heart"?</li> </ul>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>The tone and imagery's effects within a poem.</li> <li>How tone and imagery are symbiotic to create meaning and set the mood in "The Tell-Tale Heart".</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Find and identify tone and imagery instances in "The Tell-Tale Heart".</li> <li>Analyze and explain how the tone and imagery of the poem affect the mood alongside the meaning.</li> </ul>

STAGE 2 – ASSESSMENT EVIDENCE	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Students will underline examples of figurative language (hyperbole, metaphors, etc.) in "The Tell-Tale Heart" and record them in their notebooks.</li> <li>Engage in small group discussion and analysis of tone and its relationship with the narrator's actions.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>By conducting an analysis, students will be able to show that they understand the voice and the role of the narrator's perspective.</li> <li>Students will be able to elaborate on how Poe uses imagery and symbolism to imply insanity in detail.</li> </ul>

MATERIALS
<ol style="list-style-type: none"> <li>Copies of "The Tell-Tale Heart"</li> <li>Whiteboard for noting key points about tone and imagery</li> <li>Writing journals</li> </ol>

STAGE 3 – LEARNING PLAN
<p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>Explain the idea of an unreliable narrator as well as its impact on the tone.</li> <li>Read "The Tell-Tale Heart" aloud (<i>popcorn reading</i>), whilst maintaining a clear focus on tone and imagery.</li> </ul>

- Take a look at the concrete examples of the tone and imagery changes that affect the reader.
- Students work in pairs to discuss how the tone shifts throughout the text.
- Share findings with the class and clarify key points about how tone influences meaning.

Wednesday (Day Three):

STAGE 1 – DESIRED RESULTS	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure</b>  <b>Established Goals:</b> <b>ELA 9.5- Students will analyze literary devices as well as their uses, primarily figurative language, imagery, and symbolism.</b> <b>ELA 9.6: Students will properly identify along with analyze figurative language, themes, and symbols in poetry.</b>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will understand that structure (such as rhyme scheme and meter) contributes and can be considered the main factor that increases the emotional effect of a poem.</li> <li>• Students will understand and notice the use of symbols in the poem and simultaneously be able to understand their contribution.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does the structure of “The In which way does the writing style of “The Raven” affect the poem’s atmosphere and significance?</li> <li>• What are the meanings the raven symbolizes and how do they correspond with the poem’s subjects and issues?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>• The whole topic is completed due to the rhyme scheme, meter and repetition which are all essential ingredients of a poem’s structure.</li> <li>• The raven will be used to explain the themes of the poem.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Work through the “The Raven,” through one of the activities, in order to pay attention to the rhyme and verse of the poem.</li> <li>• They will also be able to figure this out and further explain how the raven is a symbol.</li> </ul>
STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b>	<b>Other Evidence:</b>

<ul style="list-style-type: none"> <li>• Students will put into effect a 'plan' that requires them to mark the rhyme scheme of "The Raven" in order to be able to discover and list examples of symbolism and repetition within the poem.</li> <li>• Record their analysis of how these structural elements affect the tone of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Through group discussions and written reflections, students will demonstrate their understanding of how repetition and structure contribute to the poem's meaning.</li> <li>• Students will show their ability to explain the symbolic significance of the raven.</li> </ul>
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### MATERIALS

1. Copies of "The Raven"
2. Whiteboard for mapping out rhyme scheme and meter
3. Writing journals

### STAGE 3 – LEARNING PLAN

#### Agenda:

- Outline the symbolism of the raven and the probable connotations involved.
- *Read the poem "The Raven" out loud through popcorn reading, accenting the structure (rhyme, meter) and symbolism of the raven.*
- Discuss the elements in which the structure as well the development of the poem affects mood and themes.
- Students reflect in writing on the significance of the raven as a symbol, questioning over what 'draws their attention'.
- Share reflections and clarify any misunderstandings about symbolism and structure.

Thursday (Day Four):

### STAGE 1 – DESIRED RESULTS

**Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure**

#### Established Goals:

**ELA.9.9:** Use writing processes to compose creative writing, including poetry.

**ELA.9.12:** Create original works of poetry and narrative text.

#### Understandings:

- Students will understand that revising the ending of a poem is

#### Essential Questions:

<p>about keeping its mood, style, and literary elements.</p> <ul style="list-style-type: none"> <li>Students will realize that the creation of art always requires the making up of mind and correction of mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>How can I rewrite the ending of a poem while preserving its tone and literary techniques?</li> <li>What changes can I make to Poe's poem while maintaining its style?</li> </ul>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>The elements that contribute to the tone and style of Poe's poems.</li> <li>How to creatively and effectively modify a poem while sticking to its core ideas.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Rewrite the last section of one of Poe's poems by keeping its mood, approach, and the literary tropes present intact.</li> <li>Draft and revise a creative piece while considering literary techniques.</li> </ul>

#### STAGE 2 – ASSESSMENT EVIDENCE

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Students will draft a rewritten ending for "The Tell-Tale Heart," "Annabel Lee," or "The Raven," whilst managing to instill similar moods and themes of the original text Poe created.</li> <li>They will share their rewritten endings with a partner for feedback.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Students will show they are capable of changing the end of a poem in a creative way and at the same time, they will keep its original stylistic elements.</li> <li>Through peer feedback, students will learn to convey their understanding of the impact of tone, subject matter, and narrative structure on creative writing via peer feedback.</li> </ul>
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#### MATERIALS

1. Copies of Poe's poems
2. Whiteboard for brainstorming ideas
3. Writing journals

#### STAGE 3 – LEARNING PLAN

<p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>Converse over "What in the case of the narrator of 'the Tell-Tale Heart' was not insane?"</li> </ul>
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- Take a closer look at the three poems and talk about the modifications of the last stanza, which are easily perceivable and provide the same feeling.
- Introduce the creative writing assignment: rewrite the ending of one of Poe's poems.
- Students brainstorm new endings in small groups.
- Share ideas with a partner for feedback.

Friday (Day Five):

STAGE 1 – DESIRED RESULTS	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure</b>  <b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>ELA.9.9:</b> Use writing processes to compose creative writing, including poetry.</li> <li>• <b>ELA.9.12:</b> Create original works of poetry and narrative text.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will be aware of the use of literary devices, especially in the style and tone of poem.</li> <li>• Students will understand that it is highly important to their writing to go through a process of reviewing it and making it better.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are some literary devices that I can employ to make my writing more creative?</li> <li>• How do I know if my revised ending still maintains the original poem's tone?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>• The appropriate ways of keeping the same tone, meter, and rhyme in their rewritten ending.</li> <li>• The ways of using the parts of their creative writing such as literary devices.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Draft a new ending for a Poe poem, using the language enhancing methods.</li> <li>• Revise their drafts based on feedback.</li> </ul>
STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Students will revise their drafts of the rewritten ending, focusing on improving</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Through peer review and teacher feedback, students will demonstrate their ability to improve</li> </ul>

<p>the tone, consistency, and impact of the story.</p> <ul style="list-style-type: none"> <li>Students will work with a peer to provide feedback and refine their writing.</li> </ul>	<p>their creative writing and make their rewrites more effective.</p> <ul style="list-style-type: none"> <li>Students will demonstrate their understanding of Poe's style and tone by applying it to their own creative endings.</li> </ul>
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#### MATERIALS

- 1. Writing journals**
- 2. Copies of Poe's poems**
- 3. Peer review rubrics**

#### STAGE 3 – LEARNING PLAN

##### Agenda:

- Review how to maintain the tone, meter, and rhyme scheme in a rewrite.
- Begin drafting new endings. Teacher provides feedback.
- Focus on poetic devices and how they enhance the rewritten poem.
- Students revise drafts based on teacher feedback.
- Submit drafts for peer review.



## Week 2:

Monday (Day Six):

STAGE 1 – DESIRED RESULTS	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure</b>  <b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>ELA.9.11:</b> Use conventions of language (grammar, syntax, punctuation) in writing.</li> <li>• <b>ELA.9.9:</b> Use writing processes to compose creative writing, including poetry.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students can be made to see the peer feedback as a writing improvement method.</li> <li>• Students know that revising their work after feedback was rated by people will enhance their create work.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does peer feedback improve my writing?</li> <li>• How can I offer constructive feedback to my classmates?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>• How to give and receive constructive feedback.</li> <li>• The importance of revising based on peer feedback.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Give and get peer feedback for creative writing.</li> <li>• Revise their work based on peer feedback.</li> </ul>

STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• By receiving feedback from both fellow students and teachers, an increase in the quality of students' creative writing is expected and hence the rewrite works of students will become more effective.</li> <li>• Students will express their familiarity with the style and tone of Poe by transferring those traits to their new creative endings.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Students will expose their talent in assessing the strong points and weak points of the peer's work and in giving constructive feedback.</li> <li>• They will ensure that they can also undertake the writing of their classmates through feedback without compromising its essence and despite the revisions, maintain their own creative ideas.</li> </ul>

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### MATERIALS

1. **Peer review rubrics**
2. **Copies of each student's poem draft**

### STAGE 3 – LEARNING PLAN

**Agenda:**

- Review how to give constructive feedback.
- Peer review in pairs or small groups.
- Discuss how to revise writing based on feedback.
- Revise creative writing drafts based on peer feedback.
- Reflect on the peer review process and final revisions.

Tuesday (Day Seven):

### STAGE 1 – DESIRED RESULTS

**Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure**

**Established Goals:**

- **ELA.9.9:** Use writing processes to compose creative writing, including poetry.
- **ELA.9.12:** Create original works of poetry and narrative text.

**Understandings:**

- Students will understand that a changed, refreshing presentation of poetry makes a deeper engagement with the text possible structurally and meanwhile keeps its core literary components.
- Students will understand that multimedia and performance can function as powerful tools for the analysis and the expression of their own creations.

**Essential Questions:**

- What methods can I utilize to reimagine Poe's work in contemporary ways, which would also preserve its literary techniques?
- What are the possibilities of getting the ideas, mood, and form of the poem across by a creative activity?

Students will know:

Students will be able to:

<ul style="list-style-type: none"> <li>• The different ways to creatively reinterpret a poem, including through performance, art, or multimedia.</li> <li>• How to connect literary analysis with creative expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and begin working on a creative reinterpretation of one of Poe's poems (performance, art, or multimedia).</li> <li>• Identify and apply key literary techniques (tone, imagery, symbolism) in their projects.</li> </ul>
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STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Students will select a creative reinterpretation option (i.e. performance, visual art, or multimedia project) and begin brainstorming ideas.</li> <li>• Students will present their ideas to the class for feedback.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Students will demonstrate their ability to connect the poem's themes and tone to a creative reinterpretation.</li> <li>• Students will show their understanding of the creative process by discussing their ideas with peers.</li> </ul>

MATERIALS
<ol style="list-style-type: none"> <li>1. <b>Project rubrics and guidelines</b></li> <li>2. <b>Copies of Poe's poems</b></li> <li>3. <b>Art supplies or multimedia tools (depending on project choice)</b></li> <li>4. <b>Whiteboard and markers</b></li> </ol>

STAGE 3 – LEARNING PLAN
<b>Agenda:</b> <ul style="list-style-type: none"> <li>• <i>Discuss how reinterpretations of classic poems can bring new perspectives.</i></li> <li>• Introduce the final project choices: performance, art, or multimedia.</li> <li>• Review the project requirements and connect the reinterpretation process to literary analysis.</li> <li>• Students brainstorm their ideas and begin planning their projects.</li> <li>• Teacher answers any questions about the projects and provides guidance.</li> </ul>

Wednesday (Day Eight?):

<b>STAGE 1 – DESIRED RESULTS</b>	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure</b>  <b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>ELA.9.9:</b> Use writing processes to compose creative writing, including poetry.</li> <li>• <b>ELA.9.12:</b> Create original works of poetry and narrative text.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will become aware that the task of developing a project from a poem demands the fusion of analytical and creative skills.</li> <li>• Students will understand that the process of amending is a continual part of enhancing their projects.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I ensure my project accurately represents the poem's literary techniques and themes?</li> <li>• What changes can I make to improve my creative reinterpretation?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>• The process of developing a creative reinterpretation that stays true to the poem's literary elements.</li> <li>• How to use multimedia or performance tools to enhance their presentation.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Work individually and show their ability to create in order to have new insights on their work.</li> <li>• Use feedback from the teacher and peers to refine their projects.</li> </ul>

<b>STAGE 2 – ASSESSMENT EVIDENCE</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Students will begin creating their chosen project (performance, visual art, or multimedia) based on their plan.</li> <li>• Students will check in with the teacher for progress updates.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Students will demonstrate their ability to stay on track with project development and manage time effectively.</li> <li>• Students will show that their projects reflect a clear understanding of the poem's themes and symbols.</li> </ul>

<b>MATERIALS</b>
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- 1. Project guidelines and rubrics**
- 2. Art supplies or multimedia tools**

### 3. Peer review forms

STAGE 3 – LEARNING PLAN
<b>Agenda:</b> <ul style="list-style-type: none"> <li>• Daily check-ins with students to assess their progress.</li> <li>• <u>Students work independently or in groups on their creative reinterpretations.</u></li> <li>• Teacher provides individualized feedback and guidance as students work.</li> <li>• Encourage students to revise and improve their projects based on feedback.</li> <li>• Peer review and teacher feedback on project progress.</li> </ul>

Thursday (Day Nine):

STAGE 1 – DESIRED RESULTS	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure</b>	
<b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>ELA.9.9:</b> Use writing processes to compose creative writing, including poetry.</li> <li>• <b>ELA.9.12:</b> Create original works of poetry and narrative text.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will understand that the process of refining their creative projects is ongoing and requires thoughtful revision.</li> <li>• Students will understand that integrating literary techniques into their projects enhances the effectiveness of their creative reinterpretations.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I ensure my final project reflects both the literary elements of the poem and my own creative expression?</li> <li>• What steps should I take to revise my project and refine it for my final presentation?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>• The way that literary techniques (tone, imagery, symbolism) can be applied in their creative reinterpretations.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Adjust their creative projects to make it more relevant to literary analysis and more appealing to art.</li> <li>• Work hand in hand with their peers in order to advance the quality of projects and to get</li> </ul>

<ul style="list-style-type: none"> <li>• They must edit and improve their creative work so that it is clear and powerful.</li> </ul>	constructive feedback for their works.
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STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• The students' final projects will be the basis of the subsequent activities as they will also implement their peers' and the teacher's input into these.</li> <li>• Students will finalize their projects for presentation.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Students will demonstrate their ability to revise and improve their work based on peer and teacher feedback.</li> <li>• Students will show progress toward completing a finished project.</li> </ul>

MATERIALS
<ol style="list-style-type: none"> <li>1. Project rubrics and feedback forms</li> <li>2. Art supplies or multimedia tools</li> <li>3. Peer review forms</li> </ol>

STAGE 3 – LEARNING PLAN
<b>Agenda:</b> <ul style="list-style-type: none"> <li>• Begin by discussing common challenges students may have encountered so far and possible solutions.</li> <li>• Students continue working on their final projects, making revisions based on feedback. The teacher provides guidance on how to connect literary elements more effectively with their creative work.</li> <li>• Teacher offers specific advice on enhancing clarity, impact, and integration of literary techniques (e.g., how to incorporate symbolism more strongly or adjust tone).</li> <li>• Students should refine the literary aspects of their projects, making sure to focus on maintaining Poe's themes and techniques in their reinterpretations.</li> <li>• <u>Peer feedback session where students share progress with a classmate for final suggestions.</u></li> </ul>

Friday (Day Ten):

<b>STAGE 1 – DESIRED RESULTS</b>	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure</b>  <b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>ELA.9.9:</b> Use writing processes to compose creative writing, including poetry.</li> <li>• <b>ELA.9.12:</b> Create original works of poetry and narrative text.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will become aware that a good display and clear message are the most essential characteristics of professional creative work.</li> <li>• Students will realize that their final product presentation's quality is not only the project's content but also an equal factor in the success of the project</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I prepare my project to be presented to an audience?</li> <li>• What adjustments can I make to ensure my final product is polished and engaging?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>• The importance of practicing and refining their presentation or performance skills.</li> <li>• How to use feedback from peers and the teacher to finalize their projects.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Practice and rehearse their presentations (whether performance, art, or multimedia).</li> <li>• Make final adjustments to their projects to ensure clarity, engagement, and connection to the poem.</li> </ul>

<b>STAGE 2 – ASSESSMENT EVIDENCE</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Students are going to make final touches to their projects and practice their presentations.</li> <li>• Students will prepare any necessary materials or visuals for their projects.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to refine their project based on feedback and prepare for an effective presentation.</li> <li>• Students will show how their project reflects their understanding of the poem's key elements.</li> </ul>

<b>MATERIALS</b>
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1. **Final project rubrics**
2. **Peer feedback forms**

**3. Art supplies or multimedia tools****4. Projector or presentation tools for multimedia projects****STAGE 3 – LEARNING PLAN****Agenda:**

- Discuss tips for presenting work to an audience: voice, confidence, pacing, and interaction with the audience.
- *Students practice presenting their work, whether performing, displaying art, or presenting a multimedia project.*
- Provide advice on refining presentation techniques (how to present clearly and confidently, how to engage an audience).
- Peer feedback session where students share their work with a partner or small group, focusing on presentation skills and overall project clarity.
- Teacher provides feedback on final presentations, checking for both content and presentation quality.

Week 3:



Monday (Day 11):

STAGE 1 – DESIRED RESULTS	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure</b>  <b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>ELA.9.9:</b> Use writing processes to compose creative writing, including poetry.</li> <li>• <b>ELA.9.12:</b> Create original works of poetry and narrative text in some form of media.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will understand the idea of revising their creative projects and the involvement of refining both the artistic and analytical aspects.</li> <li>• Students will take into account the importance of presenting a polished finalized form of product.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I improve my project to make it more impactful and interesting to my audience?</li> <li>• What actions should I take to make sure my project stays true to the poem's original themes and uses similar literary techniques?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>• The process of refining their creative projects based on the individualized feedback they receive during peer review.</li> <li>• How they should make final tweaks to their work to make it more engaging, and more accurate.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Improve their projects using the personalized feedback from peers and teachers.</li> <li>• Complete their creative projects while making sure they match the original poem's themes and literary techniques.</li> </ul>

STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to refine their project based on feedback and prepare for an effective presentation.</li> <li>• Students will show how their project reflects their understanding of the poem's key elements.</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Students will demonstrate an ability to make meaningful revisions that improve the clarity and effectiveness of their work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will show understanding of the revision process by articulating changes made to their project based on feedback.</li> </ul>
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### MATERIALS

1. Project drafts and revisions
2. Peer review rubrics
3. Art supplies or multimedia tools

### STAGE 3 – LEARNING PLAN

**Agenda:**

- Reflect on the creative process so far: “What’s been most challenging?”
- Students make revisions based on feedback received.
- Teacher provides feedback on how to enhance clarity, tone, and literary analysis in final revisions.
- Students revise and finalize their projects.
- Peer review and teacher check-ins on project progress.

Tuesday (Day Twelve):

### STAGE 1 – DESIRED RESULTS

**Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure**

**Established Goals:**

- **ELA.9.9:** Use writing processes to compose creative writing, including poetry.
- **ELA.9.12:** Create original works of poetry and narrative text.

**Understandings:**

- Students will understand that effective presentation requires practice, skill, and revision.
- Students will understand the basis of collaboration and importance of feedback play, with which key roles

**Essential Questions:**

- How can I improve on my performance or presentation skills and incorporate them when presenting the finalized creative project?

allow refinement of their creative projects.	<ul style="list-style-type: none"> <li>How can I make sure my create media presentation is engaging for the people I am presenting to?</li> </ul>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>How to refine their presentation or performance techniques.</li> <li>How to collaborate within the classroom while maintaining a positive and productive manner with peers in order to incorporate feedback and refinement.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Practice their final project presentation.</li> <li>Implement final adjustments based on feedback received from peers and instructor.</li> </ul>

STAGE 2 – ASSESSMENT EVIDENCE	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Students will continue with the finalization of their creative projects, followed by beginning rehearsals for their presentations.</li> <li>Students will practice presenting their projects in order to ensure elements of clarity and engagement.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to refine their project and rehearse it in preparation for presentation.</li> <li>Students will show an understanding of effective presentation techniques during practice runs.</li> </ul>

#### MATERIALS

1. **Final project rubrics**
2. **Art supplies or multimedia tools**
3. **Peer review forms**

STAGE 3 – LEARNING PLAN
<p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>Discuss how presentation skills (speaking, acting, visual) impact the audience's understanding.</li> <li><i>Students rehearse performances, refine multimedia presentations, or adjust art projects.</i></li> <li>Focus on improving engagement and clarity in their presentations.</li> </ul>

- Peer feedback session, where students present to small groups for final adjustments.
- Teacher provides individualized feedback and checks on project progress.

Wednesday (Day Thirteen):

STAGE 1 – DESIRED RESULTS	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure</b>  <b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>ELA.9.11:</b> Use conventions of language (grammar, syntax, punctuation) in writing.</li> <li>• <b>ELA.9.9:</b> Use writing processes to compose creative writing, including poetry.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will understand the idea of peer feedback along with how it has the ability to help refine creative projects and/or presentations.</li> <li>• Students will understand the significant value of constructive criticism and its importance in affecting the enhancement of the final product.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I give constructive feedback that helps my peers improve their work?</li> <li>• What feedback will help me improve my own project?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>• How to evaluate and provide constructive feedback.</li> <li>• How to use the aforementioned peer feedback to incorporate final adjustments to their projects/presentations.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Participate with fellow classmates in a peer review session in which they will provide critical feedback.</li> <li>• Revise their projects based on peer feedback.</li> </ul>

STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b>	<b>Other Evidence:</b>

<ul style="list-style-type: none"> <li>• Students will present their projects to a peer for feedback, focusing on clarity, engagement, and thematic relevance.</li> <li>• Students will revise their presentations based on peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate their ability to offer or provide constructive feedback to peers and make improvements on their own works based on peer review.</li> <li>• Students will show their understanding of the peer review process by way of applying feedback to their individual creation.</li> </ul>
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### MATERIALS

1. Peer review forms
2. Final project rubrics

### STAGE 3 – LEARNING PLAN

#### Agenda:

- Discuss the key elements of what allows feedback constructive to be helpful.
- Students participate in peer review, in which they are able to provide feedback on each other's creative works.
- *Discuss the ideas of how feedback overall enhances clarity, creativity, and engagement.*
- Revise projects based on peer feedback.
- Finalize projects and reflect on peer feedback.

Thursday (Day Fourteen):

### STAGE 1 – DESIRED RESULTS

**Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure**

#### Established Goals:

- **ELA.9.9:** Use writing processes to compose creative writing, including poetry.
- **ELA.9.12:** Create original works of poetry and narrative text in some form of media.

#### Understandings:

- Students will understand that rehearsal, practice, and

#### Essential Questions:

- How can I make my final presentation more engaging for my audience?

<p>consistency often improve overall performance quality.</p> <ul style="list-style-type: none"> <li>Students will understand the magnitude of preparing for spectators when presenting innovative works.</li> </ul>	<ul style="list-style-type: none"> <li>What adjustments can I make to improve my performance or presentation?</li> </ul>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>How to rehearse effectively for a presentation or performance.</li> <li>How to finalize their project and presentation skills.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Rehearse, refine, as well as attempt to revise, if not already revised, their presentations.</li> <li>Deliver an appropriate and polished performance and/or presentation to their fellow classmates and instructor.</li> </ul>

#### STAGE 2 – ASSESSMENT EVIDENCE

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Students will understand that effective • Students will rehearse their presentations, refining their delivery and project execution.</li> <li>Students will make final adjustments to their presentation based on rehearsal feedback.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate their ability to prepare and rehearse a final presentation.</li> <li>Students will show their ability to self-assess and adjust based on feedback and practice runs.</li> </ul>
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#### MATERIALS

- 1. Final project rubrics**
- 2. Art supplies or multimedia tools**
- 3. Peer feedback forms**

#### STAGE 3 – LEARNING PLAN

<p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>Discuss tips for engaging an audience during a presentation.</li> <li><i>Students rehearse their projects, whether performing, presenting artwork, or adjusting multimedia presentations.</i></li> </ul>
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- *Emphasize the critical skills of presentation*, including key factors such as: confidence, clarity, and audience engagement.
- *Final rehearsals as well as last-minute refinements.*
- Final adjustments based on rehearsal feedback.

Friday (Day Fifteen):

STAGE 1 – DESIRED RESULTS	
<b>Unit Title: Reimagining Poe: The Exploration of Literary Techniques and Narrative Structure</b>  <b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>ELA.9.9:</b> Use writing processes to compose creative writing, including poetry.</li> <li>• <b>ELA.9.12:</b> Create original works of poetry and narrative text in some form of media.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will understand the concept of presenting their work as well as the involvement of implementing their knowledge of literary analysis and creative expression.</li> <li>• Students will understand that reflection is a crucial part of the creative process when writing.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I effectively communicate my creative reinterpretation to an audience?</li> <li>• What have I learned about literary techniques through this creative process?</li> </ul>
Students will know: <ul style="list-style-type: none"> <li>• The significance of being able to present creatively when explaining their individual creative work to an audience (i.e. their classmates).</li> <li>• How they have the ability to reflect on their own creative process, the insights they gained, as well as how to improve their own work.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Present the entirety of their final creative projects to the class.</li> <li>• Reflect on the aspects in which their learning and creative journey throughout the unit occurred.</li> </ul>

STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b>	<b>Other Evidence:</b>

<ul style="list-style-type: none"> <li>• Students will present their final projects (i.e. performances, visual art, or any form of multimedia) to the entirety of the class.</li> <li>• Each student will then be able to and will reflect on entirety of their creative process and present their work, explaining the reasoning behind their artistic choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will show their personalized viewpoints/understanding of Poe's themes, his forms of symbolism, along with tone, by explaining the way in which they were able to preserve these elements within their creative reinterpretations.</li> <li>• Students will demonstrate the ability to provide constructive feedback to peers within the class, then reflect on their own creative process.</li> </ul>
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### MATERIALS

1. **Final project rubrics**
2. **Reflection prompts**

### STAGE 3 – LEARNING PLAN

#### Agenda:

- Reflect on the creative process overall and ask self: “What do you believe you have learned most through this project?”
- Students present their final projects to the class (i.e. performance, multimedia, or any form of chosen artwork).
- Each student individually discusses the literary techniques that were previously used as well as how they reinterpreted Poe’s work through their own form of media.
- *Peer feedback review after each presentation.*
- Final reflection on the unit and project, followed by the submission of the final projects.