**Task Analysis**

Standard: RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Prerequisite Skills: Student will have an understanding of literary terms that create structure (mood, setting, detail) and effect (exaggeration, diction, climax) in the text.

Step 1: As students continue to determine figurative, connotative, denotative meanings of words and phrases in a text, they should relate the author‘s word choice to the overall effect of the story.

* Close reading of the short story *The Fall of the House of Usher* by Edgar Allen Poe
* Pull specific figurative, connotative, and denotative language examples from the text.
* Examine the effect the author’s word choice and language has on the interpretation of the story.

Step 2: Students will determine how the author structures the text and storyline through meanings of words and phrases used in the text and different forms of language.

* Examine and describe the structural elements of text such as the mood the author creates within the text and how word choice and language contributes to this effect
* Determine what type of language and word choice is used for detail and depicting the setting.

Step 3: Students will consider multiple meanings of words and language that is descriptive or creative, original.

* Analyze the language and word choice the author uses to create visual effects. Describe the imagery the author creates.
* Examine the effect the author’s literary strategies, such as exaggeration and diction, have on the interpretation of the story.
* Pull together how the literary effects, multiple meanings of words, and the different forms of language create the literary structure (mood, setting, imagery) of the story.

**Goals and Objectives**

**Standard RL 4**: Determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

**Goal:** The students will demonstrate the ability to analyze text through determining the meaning of words and phrases as they are used in the short story *The Fall of the House of Usher* by Edgar Allen Poe and the effect word choice and language has on the interpretation and visualization of the text.

**Objective 1:** After having read *The Fall of the House of Usher* by Edgar Allen Poe, the students will create a chart using one column to portray specific examples by pulling five lines from the story that include words and language that describe the mood the author creates followed by paraphrasing those lines in their own words in a parallel column to show understanding of the mood created through literary word choice and the different types of language.

**Objective 2:** After having read specific passages from *The Fall of the House of Usher* by Edgar Allen Poe, the students will examine the visual effects created by the author’s use of figurative language and connotative meanings and draw a visual of the image of the House of Usher Poe creates and include what descriptive words or phrases built the image of the house.

**Test Questions**

1. As we see Roderick Usher’s advancing decline and the narrator’s increasing fear, what changes does the narrator observe coming over Roderick after his sister’s burial?
2. Roderick openly mourns the loss of his sister by expressing all of his pain to the narrator, confiding in him for strength.
3. Roderick decides to sell his home to the first buyer that comes along and move to another town in an attempt to heal from his loss.
4. Roderick is finally at peace knowing that his sister is no longer suffering and he is able to let go and continue his life.
5. Roderick becomes mentally unstable, sometimes gazing at empty spaces for long periods of time and hearing things throughout the house.
6. In a few sentences, describe how Poe’s description of the weather adds to the mood and imagery created in the story.

*The weather adds to the mood of terror and horror because of the unnatural luminous gas that surrounds the mansion and the emphasis of the power of the gas, wind, and dark clouds that the author describes; giving the image of a dark and dangerous sky.*

1. In what ways does the title help you anticipate the ending of the story?

*The title describes the decline or “fall” of both a family and a mansion by incorporating Roderick Usher’s name as well as the mansion or “house” itself, anticipating both kinds of collapse.*

1. By citing descriptive word choice or language, analyze how each of the following demonstrate Poe’s structuring of the mood of the story. Provide at least 3 for each, be as specific as possible.
* Setting – *decaying house; dark; dark and home décor and draperies; old windows; creaking*
* Roderick’s Character Traits – *distressed; flustered; hypersensitive to light and sound; delusional; mentally unstable; depressed*
* Plot Development – *Madeline’s illness and death; burial; setting of burial; Roderick’s declining change in character; narrator’s fear and demise*
1. Poe uses descriptive word choice and language to create the horrific and gloomy mood and tone of the story. Evaluate Poe’s intended purpose for the story. How does his strategy of using the mood and tone set up the climax of the story?

*Poe uses dark and gloomy imagery and description to create terror and darkness from the beginning of the story through his description of the mansion and the portrayal of the characters. Poe then sets up the climax of the story by depicting the mental and emotional demise of Roderick Usher followed by the narrator after the death of his sister leading up to the climax of the story.*

1. Step outside of the story. You are a part of an alternate ending to the story as a psychiatrist with Roderick (or the narrator, choose one) as your patient. Develop a coping plan for him based on the description of the mental and emotional demise we witnessed in the story. Some things to include in your plan could be the reflective questions you would ask your patient or activities you would recommend to help them overcome the recent tragic events. Along the way, you must list the changes you see in the character. The following are ways to present your plan:
* Poster with lists, descriptions, and images
* A 2-3 page paper
* A timeline of the plan
* OR you may partner up with a classmate and perform a 7-8 minute skit of a meeting session.

Remember, you must show this plan being successful—meaning you must show a positive change in the character in your plan.





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| **North Carolina Writing Rubric for Content and Conventions : Visual Development of The Fall of the House of Usher**       |
| Teacher Name: **Ms. Buchanan** |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| CATEGORY | 4 | 3 | 2 | 1 | NS/0 |
| Content: FOCUS 1 | Topic/subject is clear, though it may/may not be explicitly stated. | Topic/subject is generally clear though it may not be explicitly stated. | Topic/subject may be vague. | Topic/subject is unclear or confusing. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content: ORGANIZATION 1 | Organizational structure establishes relationship between/among ideas/events. | Organizational structure establishes relationships between ideas/events, although minor lapses may be present. | Organizational structure establish some relationship between/among some of the ideas/events. The structure is minimally complete. | Organizational structure does not establish connection between/among ideas/events. The overall stucture is incomplete or confusing. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content: SUPPORT | Support information is related to and supportive of the topic/subject. | Support information has minor weaknesses in relatedness to and/or support of the topic/subject. | Support information has major weaknesses in relatedness to and/or support of the topic/subject. | An attempt has been made to add support information, but it was unrelated or confusing. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content: ELABORATION | Elaboration consists of specific, developed details. | Elaboration consists of some specific details. | Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion. | Elaboration is sparse; almost no details. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
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| Date Created: **Apr 17, 2012 02:51 pm (UTC)** |  |  |  |  |