

## LDC Implementation Plan by ธนยุรัตน์ บั้งเลี้ยง

### 1. The Template Task

2. I am planning on using the template task to write a teaching task for my 10th grade World Literature class. My students are native Spanish speakers in a bilingual school and their World Literature is taught in English.

3. We are studying the unit on classic American writers which began with religious morality tales and then delved into philosophical returns to nature but has finally come to a popular author and poet, Edgar Allen Poe, whose works are familiar to the students in their Spanish translations and are a favorite to many of them. In order to bring a fresh view to something they have studied before in Spanish we will explore "The Raven" and its impact on the students and the world in different mediums. The first will be the poem itself that the students will read to themselves and then aloud and then listen to a recording of it by James Earl Jones.

Once they have analyzed the poem and several of its primary literary devices the students will then listen to a song by the band Omnia called "The Raven" which sings the text. Then they will watch a short animation by Tim Burton as narrated by Vincent Price called "Vincent" about a little boy who wants to be Vincent Price and whose favorite author is Edgar Allen Poe. The students will discuss the literary devices as they carry on through the different mediums and which moves them the most or how they feel that Edgar Allen Poe's writing style has impacted their generation. They must discuss why they feel the way they do in an essay using supportive excerpts and explanations of the literary devices they think made Poe's work successful, or not. They will learn to take notes and to form their arguments and then apply them to an essay format.

Their Task is to write an Argumentative/Analysis essay on the literary devices in Poe's writing that has inspired works in different mediums in today's artists and whether they think it has been done successfully and to their liking.



4. Organizing the many steps in learning how to analyze a reading by its literary devices and comparing them to other works in different mediums and times in order to create an organizational approach to an analysis essay in response to an argumentative statement that is supported by the student is a complicated and many layered project that I often get entangled with when trying to inspire a fervor for their readings. This Template Task approach with its many mini-tasks is one way to keep both myself, and the students, on task in a progressive manner without over reaching our time. I want them to feel the passion for the author's works and how it carries through while making sure they have time for learning vocabulary, organizational note taking, outlines, and the necessary writing formats to convey their argument and support it with data gathered through their analysis.

(PS- I am currently adapting a module to do all of that but making it one that can be accomplished with the limited time I actually have with my students...once a week for 2 hours. I am adapting it from a much larger module called "Master Craftsman: Use of Literary Devices in Edgar Allan Poe's Short Stories" by Danielle Corrao. My students simply do not have such a large amount of time to spend on one task. I hope to finish it soon but as I am new to Common Core as we don't use it here in Costa Rica it wasn't ready in time for this assignment. Since it was not required I hope you will not fault me for not having the whole thing to show you. It will be posted in my Library at the [coretools.idc.org](http://coretools.idc.org) site when it is completed. Surprisingly, they had nothing on "The Raven." It is titled "Literary Devices in Edgar Allan Poe's "The Raven" Across Mediums and Time")