

Planos de aula / Inglês / 9º ano / Leitura

## Contos – The Black Cat

Por: Patricia Vergara Emmerich Vasques / 03 de Novembro de 2018

Código: **ING9\_06UND05**

### Sobre o Plano

#### Contents

1. INPUT: Jigsaw reading (“The Black Cat”, by Edgar Allan Poe).
2. OUTPUT: Discussion.

#### Habilidade da Base Nacional Comum Curricular

(EF09LI09) Compartilhar, com os colegas, a leitura dos textos escritos pelo grupo, valorizando os diferentes pontos de vista defendidos com ética e respeito.

(EF09LI19) Discutir a comunicação intercultural por meio da língua inglesa como mecanismo de valorização pessoal e de construção de identidades no mundo globalizado.

Este plano foi elaborado pelo Time de Autores NOVA ESCOLA

**Professor-autor:** Renan da Silva Portolan

**Mentor:** Débora Balsemão Oss

**Especialista:** Celina Fernandes

### Materiais complementares



#### Documento

**Atividade para impressão - Jigsaw reading excerpts**

<https://nova-escola-producao.s3.amazonaws.com/ggZ5Zp5hzvKckEzabjSfBahE2dZZQUVDuuBAqfzVktC8kqMB3cxdmPS9Snb/atividade-para-impressao-jigsaw-reading-excerpts-ing9-06un05.pdf>



#### Documento

**Atividade para impressão\_Perguntas para Output**

<https://nova-escola-producao.s3.amazonaws.com/jsZP7aXXNryFyUbhDXdjdBrjZ7cPwvZQsPmRtxwtH3tQx2GMTnUks8Vq2MhH/atividade-para-impressao-perguntas-para-output-ing9-06un05.pdf>



#### Documento

**Resolução de atividade - Perguntas para Output**

<https://nova-escola-producao.s3.amazonaws.com/N447GNrZkmq9bSVcYpnWPX33YWmmwQW5D5zKjddx8gbj9pVv8tJ7tCBuu3Vp/resolucao-de-atividade-perguntas-para-output-ing9-06un05.pdf>

## Contos - The Black Cat

### Slide 1 Sobre este plano

Este slide não deve ser apresentado para os alunos, ele apenas resume o conteúdo da aula para que você, professor, possa se planejar.

**Sobre esta aula:** Este plano não é parte de uma sequência. Contudo, para que os alunos tenham melhor aproveitamento nas atividades propostas neste plano, sugerimos que as propostas dos planos desta unidade (ING9\_06UN01 - ING9\_06UN06), em especial o plano ING9\_06UN01, tenham sido realizadas pelos alunos anteriormente.

**Preparação para a aula:** Nesta aula, os alunos farão a leitura do conto “The Black Cat”, escrito por Edgar Allan Poe e publicado pela primeira vez em 1843. O *input* deste plano está dividido em dois *slides*, sendo o primeiro dedicado a ativar o conhecimento prévio dos alunos sobre o autor e sobre a figura do gato preto em nossa cultura, e o segundo, em sequência, dedicado ao desenvolvimento da habilidade de leitura através de uma atividade de *jigsaw reading* e perguntas orientadoras da leitura, seguido da socialização desta com os colegas que leram os outros fragmentos. Já no *output*, os alunos irão discutir, em grupos, questões sobre o conto lido, pensando nele a partir do lugar do autor do texto e a relação que pode ser tecida entre a cultura de partida e a cultura de chegada. Finalmente, listamos os materiais produzidos para este plano de aula. Para saber sobre a impressão deste material e as alternativas à apresentação digital, leia o ponto “Nota aos professores”.

Folha de atividade de [input](#) (fragmentos do texto e questões orientadoras);

Folha de questões de [output](#);

Resolução da atividade de [output](#)

**Nota aos professores:**

**Impressões:** A atividade de *input* (que pode ser localizada no ponto *a*, acima) será realizada individualmente, porém, a turma será dividida em quatro grupos, sendo cada grupo responsável pela leitura de um dos trechos do conto. Cada aluno deverá fazer a leitura de um fragmento do texto. O arquivo já está separado em fragmentos nomeados *Part A*, *Part B*, *Part C*, e *Part D*, com suas respectivas perguntas iniciando cada parte.

Imprima uma cópia para cada aluno. Certifique-se de que todos os alunos possuam uma parte para

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ler. A atividade de *output* (que pode ser localizada no ponto *b*, acima) também será realizada em grupos e é importante que cada aluno receba uma cópia do arquivo para que possa tomar notas e ter um registro da discussão que realizarão. Por fim, o arquivo **Resoluções da atividade de *output*** é exclusivo à você, professor, e o auxiliará em sua preparação para a aula, bem como durante a socialização das discussões dos alunos. É importante ter em mente que neste arquivo você encontrará *possíveis respostas*.

**Alternativas à apresentação digital:** Nesse plano de aula, você encontrará *slides* com imagens e texto (em especial os *slides 2, 4 e 5*) que poderão ser impressos em tamanho grande (de modo que toda a turma possa enxergar). Você também poderá imprimir em tamanho grande o *slide* de número 8 (*Feedback*) e escrever o objetivo da aula ( *slide 3*) no quadro, antes da aula começar.

**Sobre o texto de *input*:** O conto a ser trabalhado nesta aula pode ser encontrado em uma coletânea de textos de Edgar Allan Poe, disponibilizada pelo Governo dos Estados Unidos através do link:

[https://americanenglish.state.gov/files/ae/resource\\_files/edgar\\_allan\\_poe\\_storyteller.pdf](https://americanenglish.state.gov/files/ae/resource_files/edgar_allan_poe_storyteller.pdf).

Nesse link

(<https://americanenglish.state.gov/resources/edgar-allan-poe-storyteller>), você pode encontrar outros formatos para *download* do texto e, também, dos arquivos de áudio.

## Contos - The Black Cat

### Slide 2 Context

**Tempo sugerido:** 3 minutos

**Orientações:**

Mostre o slide para a turma. Leia ou peça a algum aluno que faça a leitura do trecho da música *Changes*, de David Bowie. Pergunte aos alunos (estas são algumas das possíveis perguntas que você, professor, pode fazer neste momento da aula. Caso tenha tempo o suficiente, faça todas.):

*What can you see in this picture?* (Os alunos poderão responder coisas como: *The head of a person and some bright connections; Our minds.*)  
*How can you relate the picture to the lyrics from David Bowie's song?*(Os alunos poderão responder coisas como: *We need to think and adapt to face the strange; Many things change when we face the strange: our ideas, our feelings, etc.*)

*In your opinion, is it easy to change? Why (not)?* (Os alunos dirão *Yes* ou *No*. Acolha todas as contribuições dos alunos, pedindo para que justifiquem suas opiniões sempre que possível.)  
*What things in life may make a person change?* (As respostas para esta pergunta podem variar. Acolha todas elas e, sempre que possível, peça aos alunos que as justifiquem.)

*Do you think animals can change a person? How?* (Os alunos dirão *Yes* ou *No*. Acolha todas as contribuições dos alunos, pedindo para que justifiquem suas opiniões sempre que possível.)

**Material complementar:**

Esta seção faz menção à música *Changes*, lançada em 1971, uma das mais conhecidas de David Bowie. Como descrito em um artigo (clique no link a seguir para acessá-lo:

[https://en.wikipedia.org/wiki/Changes\\_\(David\\_Bowie\)](https://en.wikipedia.org/wiki/Changes_(David_Bowie))

*"The lyrics are often seen as a manifesto for his chameleonic personality, the frequent change of the world today, and frequent reinventions of his musical style throughout the 1970s."* A música pode ser encontrada através deste [link](#):

<https://www.youtube.com/watch?v=xMQoRyyo1yE>;

[v=xMQoRyyo1yE](#);

Ainda sobre o tema que envolve "aquilo que nos faz mudar", seguindo a linha *"Turn and face the strange"* (David Bowie, *Changes*, 1971), recomendamos o livro *As vantagens de ser invisível*, de Stephen Chbosky, publicado em 2007 no Brasil pela editora Rocco. Ele é um romance composto de cartas que a personagem principal,

## "Turn and face the strange" (David Bowie, Changes, 1971).



PX Here

## Contos - The Black Cat

Charlie, escreve a alguém que não o conhece e do qual não exige respostas, apenas a escuta, ou melhor, a leitura acolhedora. O livro retrata as experiências da adolescência sob o olhar da descoberta de um novo, porém aterrorizante, mundo no qual é preciso, de uma forma ou outra, “enfrentar os estranhos”. O romance foi adaptado para o cinema, sendo lançado no Brasil em 2012. Abaixo, você encontra mais informações sobre o livro e, também, sobre o filme.

*The Perks of Being a Wallflower (book):*

[https://en.wikipedia.org/wiki/The\\_Perks\\_of\\_Being\\_a\\_Wallflower](https://en.wikipedia.org/wiki/The_Perks_of_Being_a_Wallflower)

*The Perks of Being a Wallflower (movie):*

[https://en.wikipedia.org/wiki/The\\_Perks\\_of\\_Being\\_a\\_Wallflower\\_\(film\)](https://en.wikipedia.org/wiki/The_Perks_of_Being_a_Wallflower_(film))

Slide 3 **Objective**

**Tempo sugerido:** 1 minutos

**Orientações:** Mostre ou leia o objetivo da aula para a turma.

**To read a tale and  
understand changes in  
a given character**

## Contos - The Black Cat

### Slide 4 Input

**Tempo sugerido:** 30 minutos

**Propósito:** Ativar o conhecimento prévio dos alunos sobre o autor (já trabalhado no plano [ING9\\_06UN01](#)); introduzir o texto através de uma breve discussão sobre como a figura do gato preto (*black cat*) é vista em nossa cultura.

**Expectativa:** Que os alunos possam relembrar alguns elementos vistos sobre o autor em planos anteriores, refletir sobre o modo em que a figura do gato preto é vista em nossa cultura, e fazer inferências sobre o assunto a ser abordado no texto.

**Orientações:**

Mostre o slide para os alunos e faça a pergunta nele escrita (*What do you know about this man?*).

Idealmente, os alunos responderão: *He was a famous writer. His name is Edgar Allan Poe.* Caso as respostas não venham, diga a eles: *He was a famous writer. His name is Edgar Allan Poe.*

Pergunte aos alunos:

*Is he Brazilian?* (Idealmente, os alunos dirão: *No.*)

*Where is he from?* (Idealmente, os alunos dirão: *He is from the United States of America.*)

*Look at the picture. When do you think he lived?*

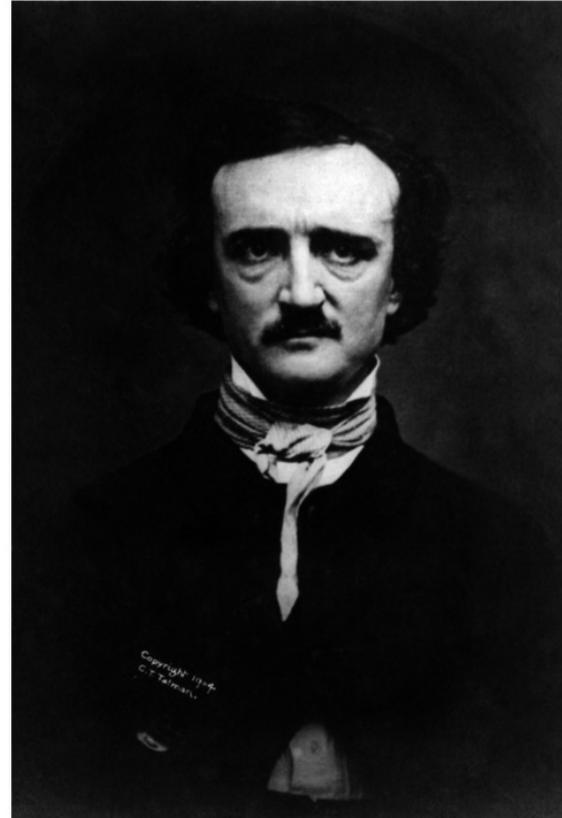
(Idealmente, os alunos responderão: *In the 19th century, between 1809 and 1849.*)

*Have you ever read a poem or a tale from him?*

*Which one?* (Idealmente, os alunos dirão: *Yes, the poem *Annabel Lee*.* Eles poderão, também, trazer outros poemas e histórias do autor a partir de suas experiências como leitores.)

*Can you remember what it was about? Was it a comic story or a horror one?* (As respostas para a primeira pergunta podem variar. Acolha todas elas e, sempre que possível, peça aos alunos que as justifiquem. Com relação à segunda, os alunos poderão dizer: *It was a horror story.*)

# What do you know about this man?



Wikimedia commons

## Contos - The Black Cat

### Slide 5 Input

**Tempo sugerido:** continuação do *input*.

**Propósito:** Ativar o conhecimento prévio dos alunos sobre o autor (já trabalhado no plano [ING9\\_06UN01](#)); introduzir o texto através de uma breve discussão sobre como a figura do gato preto (*black cat*) é vista em nossa cultura.

**Expectativa:** Que os alunos possam relembrar alguns elementos vistos sobre o autor em planos anteriores, refletir sobre o modo em que a figura do gato preto é vista em nossa cultura, e fazer inferências sobre o assunto a ser abordado no texto.

**Orientações:**

Diga aos alunos: *Today you are going to read one of his most famous tale.* Mostre a figura do gato aos alunos e pergunte:

*Look at the picture. What do you think this tale is about?* (Idealmente, os alunos dirão: *It is about a black cat.*)

*What do you think of black cats?* (As respostas para esta pergunta podem variar. Acolha todas elas e, sempre que possível, peça aos alunos que as justifiquem.)

*How does our culture see them?* (Os alunos poderão dizer algo como: *Our culture sees them as a prediction of bad fortune/as bad animals, etc.*).

*Why, in your opinion, do people think this way?* (Idealmente, os alunos dirão: *Because they are associated with witches and magic, and there is the belief that if you see a black cat, you will have bad fortune.*)

*The tale you are going to read is titled "The Black Cat" and it was first published in 1843. What kind of view on the black cat do you think this tale will address? Why do you think so?* (As respostas para esta pergunta podem variar. Acolha todas elas e, sempre que possível, peça aos alunos que as justifiquem.)

## The Black Cat, by Edgar Allan Poe (1843).



Marko Blazevic / Unsplash

## **Contos - The Black Cat**

Slide 6 **Input**

## Contos - The Black Cat

**Tempo sugerido:** continuação do input

**Propósito:** Desenvolver a habilidade e estratégias de leitura através de uma atividade de *jigsaw reading*, socializar com os colegas o trecho lido e suas impressões e/ou interpretações sobre ele.

**Expectativa:** Que os alunos possam ter contato com um trecho de texto literário e discutir sobre suas impressões e/ou interpretações sobre ele, socializando com os colegas a leitura que fizeram.

**Orientações:**

Diga aos alunos: *Now, each of you is going to read a different part of the tale and tell your classmate about it. I'm going to give you some questions as a guide on what to tell your classmate, but you can comment on other important pieces of information you may find while reading.* Divida a turma em quatro grupos e entregue a cada um deles o [handout](#) com as perguntas e o trecho do conto *The Black Cat*. Dê a eles cerca de 10 minutos para que leiam o trecho e possam tomar nota do que irão contar aos colegas.

Passados os 10 minutos, organize a turma em grupos de quatro integrantes, de modo que todos os grupos tenham um aluno que tenha lido o trecho A, trecho B, trecho C e trecho D. Você pode dizer: *Now, you are going to work in groups of four. Each group must have only one member from each part of the text. Share what you have read and your impressions with your classmates.* Dê a eles cerca de 10 minutos para que socializem a parte lida. Monitore o trabalho dos alunos.

Diga aos alunos *Now, based on the information you have shared, think about the narrator: is he the same from the beginning to the end of the tale? What happened? In your opinion, who or what made him change so much?* e permita que os alunos discutam sobre as perguntas por 5 minutos. Finalizada a discussão sobre o narrador do conto, peça aos grupos para que socializem o que discutiram. Peça, sempre que possível, que justifiquem suas opiniões. Você pode dizer: *Now, let's share what you have discussed in your groups. When you say what your group has discussed, justify your thoughts.* **Observação:**

Idealmente, as considerações sobre o narrador e as perguntas feitas no item 3 levarão os alunos a dizer *No, he is not the same from the beginning to the end. He changed. He was a good person and became an angry, bad person. The cat made him change a lot.*



Marko Blazevic / Unsplash

## Contos - The Black Cat

### Slide 7 Output

**Tempo sugerido:** 11 minutos

**Propósito:** Refletir sobre o texto a partir do ponto de vista do autor e quais elementos deveriam ser mudados para aproximar o texto à nossa cultura.

**Expectativa:** Que os alunos possam, de modo simples, discutir suas visões sobre o *black cat* e o narrador colocando-se no lugar do autor. Que possam pensar em aproximações e distanciamentos entre a cultura de origem do texto e a nossa.

**Orientações:**

Ainda nos mesmos grupos, pergunte aos alunos: *What does the cat represent in the tale you read?* (As respostas para esta pergunta podem variar. Acolha todas elas e, sempre que possível, peça aos alunos que as justifiquem.) Acolha as contribuições que eles fizerem. Entregue o [handout](#) aos alunos e leia com eles a instrução para a atividade de número 1. Tire quaisquer dúvidas que eles apresentarem e diga: *You have 4 minutes to discuss these questions. Don't forget to take notes of your discussion.* Finalizado o tempo, peça a cada grupo que compartilhe suas ideias com a turma. As possíveis respostas para as atividades de discussão 1 e 2 podem ser encontradas [aqui](#).

Após a discussão, direcione os alunos ao exercício de número 2. Pergunte: *Could anyone volunteer to read the instructions for activity number 2, please?* Tire quaisquer dúvidas sobre o que deve ser feito e/ou sobre o vocabulário. Diga aos alunos: *You have 4 minutes to discuss these questions. Don't forget to take notes of your discussion.* Finalizado o tempo, peça a cada grupo que compartilhe suas ideias com a turma.



Pixabay

## Contos - The Black Cat

### Slide 8 Feedback

**Tempo sugerido:** 5 minutos

**Propósito:** Organizar os saberes ativados durante a aula.

**Expectativa:** Que os alunos possam perceber o que aprenderam e como aprenderam (o caminho que seguiram, as estratégias e ferramentas utilizadas para chegar ao objetivo de aprendizagem ou, em outras palavras, dar conta da tarefa).

**Orientações:**

Mostre apenas a pergunta do slide aos alunos. Caso tenha tempo o suficiente, deixe que eles falem livremente sobre o que fizeram, como fizeram e como se sentiram nesta tarefa (foi fácil/difícil/interessante?). Caso contrário, leia os pontos do *slide* e peça exemplos à turma sempre que possível.

### **What have you learned today?**

- When you read literary texts, it is important to get some information about the author and what kind of texts and topics they write about;
- It is essential to think about the title before reading, anticipate some ideas the text will address by what it is called;
- Literary texts are supposed to be a conversation between the reader and the text itself - our cultural background will help us a lot in this nice chat;
- Literary texts present features of a culture that may be close to ours or not. We must respect and understand such features and think of possible approximations between cultures.

## Input - Reading - The Black Cat, by Edgar Allan Poe Part A

1. You are going to read an excerpt from *The Black Cat*, written by Edgar Allan Poe. Here you can find some questions to guide you while telling your classmates about this part of the tale and your impressions. You can tell other parts you find interesting or important.
  - a. *What day is it when the narrator tells this story?*
  - b. *Is it a happy or sad story?*
  - c. *What kind of thing did he use to like when he was a child?*
  - d. *Is he married? Does the couple have animals? Which?*
  - e. *Which animal does he like best from the ones they have?*
  - f. *He describes a moment of change in the way he felt. What does he say about this change? What do you think has made him change?*

*Tomorrow I die. Tomorrow I die, and today I want to tell the world what happened and thus perhaps free my soul from the horrible weight which lies upon it. But listen! Listen, and you shall hear how I have been destroyed.*

*When I was a child I had a natural goodness of soul which led me to love animals — all kinds of animals, but especially those animals we call pets, animals which have learned to live with men and share their homes with them. There is something in the love of these animals which speaks directly to the heart of the man who has learned from experience how uncertain and **changeable** is the love of other men.*

*I was quite young when I married. You will understand the joy I felt to find that my wife shared with me my love for animals. Quickly she got for us several pets of the most likeable kind. We had birds, some **goldfish**, a fine dog, and a cat.*

*The cat was a beautiful animal, of unusually large size, and entirely black. I named the cat Pluto, and it was the pet I liked best. I alone fed it, and it followed me all around the house. It was even with difficulty that I stopped it from following me through the streets.*

*Our friendship lasted, in this manner, for several years, during which, however, my own character became greatly changed. I began to drink too much wine and other strong drinks. As the days passed I became less loving in my manner; I became quick to anger; I forgot how to smile and laugh. My wife — yes, and my pets, too, all except the cat — were made to feel the change in my character. [...]*

Source: [https://americanenglish.state.gov/files/ae/resource\\_files/edgar\\_allan\\_poe\\_storyteller.pdf](https://americanenglish.state.gov/files/ae/resource_files/edgar_allan_poe_storyteller.pdf)

## Input - Reading - The Black Cat, by Edgar Allan Poe Part B

1. You are going to read an excerpt from *The Black Cat*, written by Edgar Allan Poe. Here you can find some questions to guide you while telling your classmates about this part of the tale and your impressions. You can tell other parts you find interesting or important.
  - a. *Where was the man? What was he doing?*
  - b. *What did he see when he arrived home? What did he do with it?*
  - c. *How did the cat react? Did they continue to be friends?*
  - d. *After that episode, did he treat the cat better? What did he do?*
  - e. *How did the man feel after doing that?*
  - f. *In your opinion, did his wife notice what happened?*

*[...] One night I came home quite late from the **inn**, where I now spent more and more time drinking. Walking with uncertain step, I made my way with effort into the house. As I entered I saw — or thought I saw — that Pluto, the cat, was trying to stay out of my way, to avoid me. This action, by an animal which I had thought still loved me, made me angry beyond reason. My soul seemed to fly from my body. I took a small knife out of my coat and opened it. Then I took the poor animal by the neck and with one quick movement I cut out one of its fear-filled eyes!*

*Slowly the cat got well. The hole where its eye had been was not a pretty thing to look at, it is true; but the cat no longer appeared to suffer any pain. As might be expected, however, it ran from me in fear whenever I came near. Why should it not run? Yet this did not fail to anger me. I felt growing inside myself a new feeling. Who has not, a hundred times, found himself doing **wrong**, doing some evil thing for no other reason than because he knows he should not? Are not we humans at all times pushed, ever driven in some unknown way to break the law just because we understand it to be the law?*

*One day, in cold blood, I tied a strong rope around the cat's neck, and taking it down into the **cellar** under the house I hung it from one of the wood **beams** above my head. I hung it there until it was dead. I hung it there with tears in my eyes, I hung it because I knew it had loved me, because I felt it had given me no reason to hurt it, because I knew that my doing so was a wrong so great, a sin so **deadly** that it would place my soul forever outside the reach of the love of God! [...]*

Source: [https://americanenglish.state.gov/files/ae/resource\\_files/edgar\\_allan\\_poe\\_storyteller.pdf](https://americanenglish.state.gov/files/ae/resource_files/edgar_allan_poe_storyteller.pdf)

## Input - Reading - The Black Cat, by Edgar Allan Poe Part C

1. You are going to read an excerpt from *The Black Cat*, written by Edgar Allan Poe. Here you can find some questions to guide you while telling your classmates about this part of the tale and your impressions. You can tell other parts you find interesting or important.
  - a. *What was the man doing? Why did he wake up?*
  - b. *Did he think of the cat after this episode?*
  - c. *What did he see at the inn? Which characteristics did it have? How do you think he felt?*
  - d. *Who owned that animal?*
  - e. *What was his surprised when he looked at the cat the other day? Did he like the cat the same way his wife did?*
  - f. *What did the cat do to its owner?*

*[...] That same night, as I lay sleeping, I heard through my open window the cries of our neighbors. I jumped from my bed and found that the entire house was filled with fire. It was only with great difficulty that my wife and I escaped. And when we were out of the house, all we could do was stand and watch it burn to the ground. I thought of the cat as I watched it burn, the cat whose dead body I had left hanging in the cellar. It seemed almost that the cat had in some **mysterious** way caused the house to burn so that it could make me pay for my evil act, so that it could take **revenge** upon me.*

*Months went by, and I could not drive the thought of the cat out of my mind. One night I sat in the inn, drinking, as usual. In the corner I saw a dark object that I had not seen before. I went over to see what it could be. It was a cat, a cat almost exactly like Pluto. I touched it with my hand and **petted** it, passing my hand softly along its back. The cat rose and pushed its back against my hand.*

*Suddenly I realized that I wanted the cat. I offered to buy it from the **innkeeper**, but he claimed he had never seen the animal before. As I left the inn, it followed me, and I allowed it to do so. It soon became a pet of both my wife and myself.*

*The morning after I brought it home, however, I discovered that this cat, like Pluto, had only one eye. How was it possible that I had not noticed this the night before? This fact only made my wife love the cat more. But I, myself, found a feeling of dislike growing in me. My growing dislike of the animal only seemed to increase its love for me. It followed me, followed me everywhere, always. When I sat, it lay down under my chair. When I stood up it got between my feet and nearly made me fall. Wherever I went, it was always there. At night I dreamed of it. And I began to hate that cat! [...]*

Source: [https://americanenglish.state.gov/files/ae/resource\\_files/edgar\\_allan\\_poe\\_storyteller.pdf](https://americanenglish.state.gov/files/ae/resource_files/edgar_allan_poe_storyteller.pdf)

## Input - Reading - The Black Cat, by Edgar Allan Poe Part D

1. You are going to read an excerpt from *The Black Cat*, written by Edgar Allan Poe. Here you can find some questions to guide you while telling your classmates about this part of the tale and your impressions. You can tell other parts you find interesting or important.
  - a. *What did the cat do when the man was going down the stairs?*
  - b. *What was the man's reaction? Why?*
  - c. *What went wrong when he was executing his plan?*
  - d. *What happened to the cat? What did the man do with the body?*
  - e. *Did his neighbors take notice of his missing wife and cat?*
  - f. *Who visited him days after that episode? What did they do?*
  - g. *How did they find what they were looking for?*
  - h. *Where was the cat? What was it doing there?*

*[..] One day my wife called to me from the cellar of the old building where we were now forced to live. As I went down the stairs, the cat, following me as always, ran under my feet and nearly threw me down.*

*In sudden anger, I took a knife and struck **wildly** at the cat. Quickly my wife put out her hand and stopped my arm. This only increased my anger and, without thinking, I turned and put the knife's point deep into her heart! She fell to the floor and died without a sound.*

*I spent a few moments looking for the cat, but it was gone. And I had other things to do, for I knew I must do something with the body, and quickly. Suddenly I noted a place in the wall of the cellar where stones had been added to the wall to cover an old **fireplace** which was no longer wanted. The walls were not very strongly built, and I found I could easily take down those stones. Behind them there was, as I knew there must be, a hole just big enough to hold the body. With much effort I put the body in and carefully put the stones back in their place. I was pleased to see that it was quite impossible for anyone to know that a single stone had been moved.*

*Days passed. Still there was no cat. A few people came and asked about my wife; but I answered them easily. Then one day several officers of the police came. Certain that they could find nothing, I asked them in and went with them as they searched.*

*Finally they searched the cellar from end to end. I watched them quietly, and, as I expected, they noticed nothing. But as they started up the stairs again, I felt myself driven by some unknown inner force to let them know, to make them know, that I had won the battle.*

*"The walls of this building," I said, "are very strongly built; it is a fine old house." And as I spoke I struck with my stick that very place in the wall behind which was the body of my wife. Immediately I felt a cold feeling up and down my back as we heard*

coming out of the wall itself a horrible cry.

For one short moment the officers stood looking at each other. Then quickly they began to pick at the stones, and in a short time they saw before them the body of my wife, black with dried blood and smelling of **decay**. On the body's head, its one eye filled with fire, its wide open mouth the color of blood, sat the cat, crying out its revenge!

Source: [https://americanenglish.state.gov/files/ae/resource\\_files/edgar\\_allan\\_poe\\_storyteller.pdf](https://americanenglish.state.gov/files/ae/resource_files/edgar_allan_poe_storyteller.pdf)

**Output - Discussion: The Black Cat, by Edgar Allan Poe**

**1. Having the following situation in mind, discuss the questions with your group and take notes of your discussion.**

*Imagine you are Edgar Allan Poe.*

a. What would your cat be like? Why?

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b. What would it represent? Why?

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c. What would it represent to the narrator for him to feel so angry about everything around him? Why do you think this could make the narrator feel so angry?

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**2. Think about the tale you have just read. Discuss the following questions and take notes of your discussion.**

a. Does this tale show elements that are common to our culture?

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b. Where does the man go for a drink and find the [second] black cat?

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c. What place would it be if this story were written from a Brazilian point of view? Why do you think so?

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d. Why does the man drink so much?

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e. Which scenes from the tale would be the same, even in our country?

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## Possible Answers

### Output - Discussion: The Black Cat, by Edgar Allan Poe

1. **Having the following situation in mind, discuss the questions with your group and take notes of your discussion.**

***Imagine you are Edgar Allan Poe.***

- a. What would your cat be like? Why?

*As respostas para esta pergunta podem variar. Acolha todas elas e, sempre que possível, peça aos alunos que as justifiquem.*

- b. What would it represent? Why?

*As respostas para esta pergunta podem variar. Acolha todas elas e, sempre que possível, peça aos alunos que as justifiquem.*

- c. What would it represent to the narrator for him to feel so angry about everything around him? Why do you think this could make the narrator feel so angry?

*As respostas para esta pergunta podem variar. Acolha todas elas e, sempre que possível, peça aos alunos que as justifiquem.*

2. **Think about the tale you have just read. Discuss the following questions and take notes of your discussion.**

- a. Does this tale show elements that are common to our culture?

*Os alunos poderão responder coisas como: The man drinking; The passion for animals that many people have, etc.*

- b. Where does the man go for a drink and find the [second] black cat?

*Idealmente, os alunos responderão: He goes for a drink and finds the [second] black cat at the inn.*

- c. What place would it be if this story were written from a Brazilian point of view? Why do you think so?

*Os alunos provavelmente dirão: A bar, because it is not so common for people to go for a drink in an inn in Brazil.*

- d. Why does the man drink so much?

*Os alunos poderão dizer coisas como: Because he is angry/wants to forget his problem with the cat/thinks he can solve the problem by drinking more and more, etc.*

- e. Which scenes from the tale would be the same, even in our country?

*Os alunos poderão dizer coisas como: The man drinking; The police looking for his wife after she has disappeared; The neighbors asking about his wife; The violence against black cats, etc.*