

***The Tell-Tale Heart* Police Report**

Goal – Create a Police Report that reflects the events in Edgar Allan Poe’s *The Tell-Tale Heart*.

Role – You are to assume the role of one of the police officers who first arrived on the scene.

Audience – You are creating this police report for your supervisor. An actual police officer may see your work!

Performance – You must fill out the attached report to the best of your ability, create a narrative of your interpretation of the events, and create four illustrations to help represent your understanding of the narrative. Additionally, you may fill out a request for a warrant if you feel that there is more investigation needed.

Evaluation – The attached rubric will be used to evaluate your work. Remember, your performance will earn you points in the highest column; they are not automatically given.

Standards:

TAG Performance Standards:

1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.
2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.

CCGPS:

ELACC8RL2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Official Crime Scene Renderings

Instructions to reporting officer: Create a sketch of the crime scene and/or a few events of the witness'/perpetrator's story. One event must be labelled "**Unreliable Narrator**" and depict narrator doing something that would lead you to believe that he or she is not trustworthy. Another must depict a moment of "**Suspense**" and be labelled accordingly.

CRIMINAL WARRANT

MAGISTRATE COURT OF FULTON COUNTY:

AFFIDAVIT FOR ARREST

(Ga. Code Ann. 17-4-45)

Personally came _____, who on oath says that to the best of his/her knowledge and belief _____ (hereinafter called the accused) did at _____ M., on the _____ day of _____, 19____ in the county aforesaid, commit the offense of _____ in that said accused did _____

and this deponent makes this affidavit that a warrant may issue for his/her arrest.

Sworn to and subscribed before me,

this _____, 19____.

Prosecutor

Deputy Clerk
State Court of

STATE WARRANT FOR ARREST

(Ga. Code Ann. 17-4-46)

To any Sheriff, Deputy Sheriff, Coroner, Constable or Marshal of said State GREETING: For sufficient causes made known to the Deputy Clerk of this Court (as authorized by Acts 1922, p. 207), you are therefore commanded to arrest the body of the said accused named in the foregoing affidavit, charged with the offense of _____

and bring him/her before me or some other judicial officer of this State, to be dealt with as the law directs, **HEREIN FAIL NOT.**

This _____, 19____.

JUDGE, MAGISTRATE COURT OF

WITNESSES FOR THE STATE

Name: _____

Address: _____

Phone: _____

Name: _____

Address: _____

Phone: _____

Name: _____

Address: _____

Phone: _____

NOTES:

After hearing evidence the accused is

DISCHARGED _____

This _____, 19 _____

JUDGE, MAGISTRATE COURT-FULTON CO.

DISMISSED _____

This _____, 19 _____

JUDGE, MAGISTRATE COURT-FULTON CO.

After hearing evidence it is ordered that the accused give bond of \$ _____; dollars for his/her appearance at the STATE COURT/SUPERIOR COURT of said County now in session, to answer to the Charge of:

or in default that he/she be committed to jail.

This _____, 19 _____

JUDGE, MAGISTRATE COURT-FULTON CO.

Executed the within warrant by arresting the defendant, this

_____, 19 _____

ARRESTING OFFICER(S) _____

MAGISTRATE COURT OF FULTON COUNTY

No. _____

CRIMINAL WARRANT
 THE STATE
 VERSUS

RACE	DOB	SEX	HGT	WGT

ADDRESS _____

BUSINESS _____

PHONE NUMBER () _____

BOND \$ _____

CHARGE: _____

PROSECUTOR NAME & ADDRESS: _____

PHONE NUMBER: () _____

ATTY/PROSECUTOR: NAME/ADDRESS/PHONE _____

PROSECUTOR NOTIFIED BY: _____

DATE: ____/____/____ TIME: ____ AM/PM

PERSON NOTIFIED: _____

CALENDAR DATE AND NUMBER				

	0	1-2	3-4	5-6	7-8	9-10
Content	The student does not reach a standard described by any of the descriptors.	<ul style="list-style-type: none"> · Very limited understanding of the text and topic. · Lacking detail, development or support. · Creative work doesn't show imagination or sensitivity · Rarely employs literary features or employs literary and/or nonliterary features that do not serve the context or intention. · The use of terminology is missing, inconsistent and/or incorrect. 	<ul style="list-style-type: none"> · Limited understanding of the text and topic. · Detail, development, and/or support are insufficient. · In creative work, pieces show limited imagination or sensitivity. · Attempts to employ literary and/or nonliterary features that sometimes serve the context and intention. · The use of terminology is sometimes accurate and appropriate. 	<ul style="list-style-type: none"> · Demonstrates satisfactory understanding of the text and topic. · Uses adequate detail, development and support. · In creative work, pieces show some imagination or sensitivity. · Attempts to employ literary and/or non-literary features that sometimes serve the context and intention. · Terminology is usually accurate and appropriate. 	<ul style="list-style-type: none"> · Demonstrates good understanding of the text, topic. · Uses helpful and important detail, development, and support. · In creative work, pieces reflect some imagination and sensitivity. · Usually employs literary and/or non-literary features that serve the context and intention. · Relevant terminology is usually used accurately and appropriately. 	<ul style="list-style-type: none"> · Demonstrates a very good understanding of the text and topic. · Consistently uses helpful and important detail, development and support. · In creative work, pieces reflect good imagination and sensitivity. · Employs literary and/or non-literary features that serve the context and intention. · Shows a very good command of relevant terminology, and uses it appropriately.
Organization	The student does not reach a standard described by any of the descriptors.	<ul style="list-style-type: none"> · Rarely employs organizational structures and/or language-specific conventions or uses those that do not serve the context and intention. · The work is generally disorganized, unclear and/or incoherent. 	<ul style="list-style-type: none"> · Attempts to employ organizational structures and/or language-specific conventions that serve the context and intention. · Shows some attempt at organization, but is generally disorganized, unclear and/or incoherent. 	<ul style="list-style-type: none"> · Generally employs organizational structure and/or language-specific conventions that serve the context and intention. · The work shows basic organization but lacks some coherence. 	<ul style="list-style-type: none"> · Frequently employs organizational structure and language-specific conventions that serve the context and intention. · The work is generally organized, clear and coherent and the ideas being expressed sometimes build on each other. 	<ul style="list-style-type: none"> · Consistently employs organizational structure and language-specific conventions that serve the context and intention. · The work is usually well-organized, clear and coherent and the ideas being expressed build on each other.
Style and Language	The student does not reach a standard described by any of the descriptors.	<ul style="list-style-type: none"> · Employs a very limited range of appropriate vocabulary, idiom and sentence structure. · Very frequent errors in grammar and syntax, which persistently hinder communication. · Very frequent errors in punctuation and spelling/writing, which persistently hinder communication. 	<ul style="list-style-type: none"> · Employs a limited range of occasionally appropriate vocabulary, idiom and sentence structure. · Frequent errors in grammar and/or a variety of errors in grammar and syntax, which hinder communication. · Limited evidence of register and style that serve the context and intention. · Regular errors in punctuation and spelling/writing, which hinder communication. 	<ul style="list-style-type: none"> · Usually employs an appropriate and somewhat varied range of vocabulary, idiom, and sentence structure. · Grammar and syntax are usually varied and correct; some errors may sometimes hinder communication. · Usually uses a register and style that serve the context and intention. · Punctuation and spelling/writing are largely correct, but may contain some errors, which sometimes hinder communication. 	<ul style="list-style-type: none"> · Employs a range of generally appropriate vocabulary, idiom and sentence structure. · Grammar and syntax are mostly accurate; occasional errors rarely hinder communication. · Uses an appropriate register and style that serve the context and intention. · Punctuation and spelling/writing are largely correct; occasional errors rarely hinder communication. 	<ul style="list-style-type: none"> · Employs an appropriate and effective range of vocabulary, idiom and sentence structure. · Grammar and syntax are accurate; very infrequent errors do not hinder communication. · Demonstrates excellent use of a register and style that serve the context and intention. · Punctuation and spelling/writing are accurate; very infrequent errors do not hinder communication.