Moonlight and Madness

Level II

Moonlight and Madness I & II

The enjoyment of these gripping classics is now available to secondary students who need high-interest, low-reading level content. Stories have been carefully abridged and adapted to 4th and 5th grade reading levels. Related questions focus on inferential comprehension skills such as characterization, main idea, mood, cause/effect, and others.

Stories in Moonlight and Madness I (Reading Level 4)

Disk 1:	The Man Who Had No Eyes	MacKinlay Kantor
	Night Drive	Will F. Jenkins
	Fall of the House of Usher	Edgar Allan Poe
Disk 2:	The Interlopers	Saki (H.H. Munro)
	The Sniper	Liam O'Flaherty
	The Necklace	Guy de Maupassant
	The Telltale Heart	Edgar Allan Poe

Stories in Moonlight and Madness II (Reading Level 5)

Disk 1:	Hop Frog	Edgar Allan Poe
	Phone Call	Berton Roueche'
	The Cask of Amontillado	Edgar Allan Poe
Disk 2:	The Lottery	Shirley Jackson
	Monsters are Due on Maple Street	Rod Serling
Disk 3:	The Monkey's Paw	W. W. Jacobs
	Lather and Nothing Else	Hernanado Tellez
	Most Dangerous Game	Richard Connell

Level I 10-32
Level II 10-34

Hartley Courseware, Inc.

Moonlight and Madness

Hartley

Moonlight and Madness

Original Story Adaptations
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JUST THE FACTS

1. STUDENT MATERIALS: Student worksheets and other information identified for distribution to students may be reproduced for classroom use.

2. BACK-UP DISKS are to be used for archival purposes only, and are included in some programs. If back-up disks are not included, they may be purchased for $10 per disk (plus $2 shipping) by returning the certificate enclosed in the package. Unless specified, disks may NOT be copied.

3. COMPUTER CENTER PAKS provide multiple copies for schools with several computer center pak are NOT to be distributed for use in more than one building.

4. MULTI-LOAD: Depending on the computer system being used and the structure of the program itself, some programs multi-load. (All necessary information is loaded into the computer memory all at once: the program continues to run properly after the disk is removed from the drive.) If this is true of the program you are using, you have permission to use the disk in this fashion.

5. NETWORKS: Network versions may be licensed for Apple hard disk networks, such as the Corvus. Other hard disk networks are also supported. Contact the Hartley office (1-800-247-1380) for more information.

6. 3.5 DISKS are available for selected Apple programs and all IBM programs. You may exchange a 5.25 inch disk for a 3.5 disk at no charge within the 60 day unconditional warranty period. After that time, there is a $10 charge.

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1.0 PURPOSE/DESCRIPTION

Moonlight and Madness presents carefully abridged and adapted classic short stories. Graphics further enhance this already highly-motivating content.

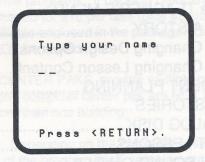Questions related to the stories provide practice in skills such as characterization, main idea, mood, and vocabulary development. If a question is missed, hints guide the student to the correct answer.

Complete diagnostic recordkeeping allows the teacher to pinpoint problems areas for each student. All questions are modifiable, allowing the teacher (or students) to generate individualized material based on the classroom's needs.
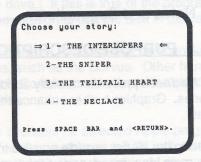
2.0 RUNNING THE PROGRAMS

These disks will boot on a 3.3 Disk Operating System. Put the disk in Drive #1 and close the drive door. Turn on your computer. If you are using an Apple II+, IIe, IIc, or IIGS, the disk will boot automatically.

After the credits, this frame will appear:

```
┌─────────────────────────────┐
│                             │
│    Type your name           │
│                             │
│    __                       │
│                             │
│                             │
│    Press <RETURN>.          │
│                             │
└─────────────────────────────┘
```

To run a lesson, the student must type his or her name and press **<RETURN>**. The next frame allows the student to select a story:

```
┌─────────────────────────────────────┐
│ Choose your story:                  │
│                                     │
│   ⇒ 1 - THE INTERLOPERS   ⇐         │
│                                     │
│     2 - THE SNIPER                  │
│                                     │
│     3 - THE TELLTALL HEART          │
│                                     │
│     4 - THE NECLACE                 │
│                                     │
│ Press SPACE BAR and <RETURN>.       │
└─────────────────────────────────────┘
```

Stories may be selected in any order. Use the **<SPACE BAR>** to move the arrow; press **<RETURN>** when the arrow points to the desired story.

2

The lesson will load: the instruction frame and the first frame of the story will appear:


```
        INSTRUCTIONS
Read the selection carefully.

Use the back arrow key to
re-read the previous page.

Answer the questions, choosing
a, b, c, d, or e to enter your
answers.


Press <RETURN>.
```



```
                    Press <RETURN>.
```



```
        A man was
     standing some-
     where in the
     snowy woods of
     the mountains
     of Eastern
     Europe. He
     was watching
     and listening.



     Press <RETURN>.
```

Press <RETURN> to move to the next frame. At the end of the story, or interspersed in the story (a teacher option) , questions will be presented, as in this sample:

```
What does the author mean when
he says, "The blowing trees
cried with pain"?

a.  the trees were screaming
b.  the trees were hurt
c.  the trees were creaking as
the wind blew

ANSWER:   A
--------------------------------
Sorry.
Press <RETURN>
for a hint.
```

The student selects an answer bye typing **a, b, c,** or **d** and pressing **<RETURN>**. (This is another teacher option. You may change this feature, if you wish, and have the students answer by typing 1, 2, or 3, or words and phrases.) Correct answers are rewarded with a graphic and/or verbal reinforcer. Incorrect answers are crossed out and the student is asked to try again. Hint frames appear where appropriate to guide the student to the correct answer on the second chance. Explanation frames may appear to explain the correct answer if the author felt that this feedback would be more helpful.

If the teacher has decided to intersperse questions throughout the story, students may use the ⇐ arrow key to back up and re-read the story frames that precede each question. To re-read the entire story, press the **<CONTROL>** key and **<R>** simultaneously.

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NOTE: The teacher can control sound, the type of reinforcers that appear, how many tries a student gets, whether a student can back up and re-read the story, and whether hints or explanations will appear. See the TEACHER'S MENU section of this manual for further information.

The lesson can be terminated before all the frames have been presented by pressing the <ESC> key TWICE when a response is called for.

When the lesson has been completed (or terminated), a screen will appear, showing the number of questions attempted and the number answered correctly on the first try:

```
┌─────────────────────────────────┐
│ CARLEIGH                         │
│          ┌THE  INTERLOPERS       │
│     ■ ■ ■ ■ ■   ■ ■ □ □ □        │
│                                  │
│ You had 6 right on 1 st try      │
│ out of 10 problems attempted.    │
│                                  │
│ Good, CARLEIGH, you are          │
│ beginning to understand.         │
│                                  │
│ Press <RETURN>.                  │
└─────────────────────────────────┘
```

The student is asked to press <RETURN> and the "Type you name" frame will appear, ready for the next chapter or student.

The other *Moonlight and Madness* disks operate in the same way.

3.0 Using the TEACHER'S MENU

The stories on each disk are for the student. Programs from the TEACHER'S MENU allow the teacher to modify lesson content, gain access to the student record files, and change many options which affect the running of the student lessons.

To go the the TEACHER'S MENU, type MENU instead of a name when the "Type your name" frame appears, or type <CONTROL> <T> (the T key and the Control key simultaneously) while the credits are loading. This menu will appear on the screen:

```
         <13 FREE SECTORS>

DO  YOU  WANT:
      1 - EDIT A STORY
      2 - STUDENT PLANNING
      3 - RUN STORIES
      4 - CATALOG DISK
      5 - PRINT STORIES
      6 - TURN SOUND ON/OFF
      7 - CHANGE REINFORCERS


WHICH?
```

3.1 - EDIT A STORY

To modify a lesson, select **1** and press **<RETURN>**. The menu of stories on the disk will appear:

```
SELECT A STORY:

⇒   1 - THE INTERLOPERS     ⇐

    2 - THE SNIPER

    3 - THE TELLTALE HEART

    4 - THE NECKLACE
```
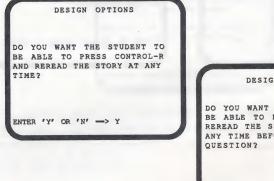
Use the **<SPACE BAR>** to move the arrow to the lesson you wish
to change and press **<RETURN>**. The lesson will load and this
screen will appear:

```
DO  YOU  WANT  TO  CHANGE
THE DESIGN OPTIONS?   (Y/N)) Y
```
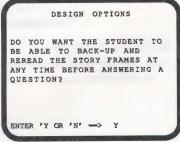
If you don't need to make change in the DESIGN OPTIONS,
answer **<N>**. The program will skip the OPTIONS frames and
take you directly to the Instructions frame of the lesson so you can
modify the lesson content (see p. 9).

3.1.1 Changing the Design Options

If you answer **<Y>** to make changes in the DESIGN OPTIONS, a
series of frames will appear. Answer each question as it appears,
based on your own experience with your class. If you DON'T want
to change an option, simply press **<RETURN>**.3.

```
          DESIGN  OPTIONS


DO  YOU  WANT  THE  STUDENT  TO
BE  ABLE  TO  PRESS  CONTROL-R
AND  REREAD  THE  STORY  AT  ANY
TIME?



ENTER 'Y' OR 'N' --> Y
```

```
          DESIGN  OPTIONS


DO  YOU  WANT  THE  STUDENT  TO
BE  ABLE  TO  BACK-UP  AND
REREAD  THE  STORY  FRAMES  AT
ANY  TIME  BEFORE  ANSWERING  A
QUESTION?


ENTER 'Y OR 'N' -->   Y
```

7

```
        DESIGN  OPTIONS


DO  YOU  WANT  THE  STUDENT  TO
BE  ABLE  TO  PRESS  'H'  AND
REREAD  THE  INSTRUCTION  FRAME
AT  ANY  TIME?



ENTER  'Y'  OR  'N'  —>   Y
```

```
        DESIGN  OPTIONS

DO  YOU  WANT  THE
QUESTIONS  TO  BE:

     1 - INTERSPERED  BETWEEN
           STORY  FRAMES

     2 - ALL  PRESENTED  AT  THE
           END  OF  THE  STORY

ENTER  '1'  OR  '2'  —>    2
```

```
        DESIGN  OPTIONS

DO  YOU  WANT  THE
STUDENT  TO  ENTER:

     1 - A, B, C, D OR E
     2 - 1, 2, 3, 4 OR 5
     3 - ANYTHING  UP  TO
           25  CHARACTERS


ENTER 1, 2, OR 3 —>    1
```

```
        DESIGN  OPTIONS

HOW  MANY  TRIES  WOULD  YOU
LIKE  TO  GIVE  THE  STUDENT
BEFORE  THE  CORRECT  ANSWER  IS
GIVEN?




ENTER  A  NUMBER  FROM      1-30
```

```
       STUDENT  SAFEGUARDS


EVEN  IF  THE  STUDENT  IS  DOING
POORLY,   AT  LEAST  20
QUESTIONS  FRAMES  WILL  BE
PRESENTED  BEFORE  THE  STORY
IS  TERMINATED.


ENTER  A  NUMBER  FROM  1 - 30
```

```
       STUDENT  SAFEGUARDS


IF  A  STUDENT  IS  DOING  WELL,  THE
STORY  WILL  TERMINATE   AFTER  20
CONSECUTIVE  CORRECT  ANSWERS
ON  THE  FIRST  TRY.



ENTER  A  NUMBER  FROM  1  TO-30
```

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```
        DESIGN  OPTIONS                          DESIGN  OPTIONS

                                         WHEN  THE  QUESTIONS  ARE
   AFTER  THE  STUDENT  HAS  GONE        PRESENTED  AGAIN,  HOW   MANY
   THROUGH  ALL  THE  FRAMES  IN  A      TRIES  WOULD  YOU  LIKE  TO  GIVE
   STORY,  DO  YOU  WANT  THE            THE  STUDENT  BEFORE  THE
   QUESTIONS  HE/SHE  MISSED  TO         CORRECT  ANSWER  IS  DISPLAYED?
   BE  PRESENTED  AGAIN?



   ENTER  'Y'  OR  'N'                   ENTER  A  NUMBER  FROM  1-30
```

```
                DESIGN  OPTIONS

        SELECT  DIESIRED  OPTION  FOR
        REIFORCER:

            1  -  NO   REINFORCER
            2  -  WORDS   ONLY
            3  -  CHEERLEADERS   ONLY
            4  -  BOTH  WORDS  AND
                        CHEERLEADERS

        WHICH?    2
```

3.1.2 Changing Lesson Content

After the DESIGN OPTIONS, the Instructions frame will appear.

```
                INSTRUCTIONS

        Read  the  selection  carefully.

        Use  the  back  arrow  key  to  re-
        read  the  previous  page.

        Answer  the  questions  using  a,
        b,  c,  d,  or  e  to  enter  you
        answer.


        Change  instructions?  n
```

If you wish to make any changes to this frame, type **Y** and press
<RETURN>. Simply type the new information over the old. Use
<RETURN> to move from line to line, and the ⇐ arrow key to
move back up the screen.

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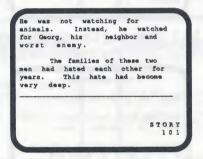
If you wish to leave the instructions as they appear, press <RETURN> —the default value is no, so you do not have to type the letter N.

NOTE: The <SHIFT> key may be used to capitalize letters if you are using an Apple IIe, IIc, or IIGS. If you are using an Apple II+, press ^ once and then the letter to make a capitol letter; press ^ twice to lock caps on.

After the Instructions frame, you may modify content. (You will not be able to change screen type - a story screen will not become a question screen, etc. The disks are absolutely FULL of content!) The old content will be displayed for editing, one screen at a time. All the features described above apply to the editing process.

Here we will look at each type of frame in the edit mode.

1 - STORY FRAME

```
He  was  not  watching  for
animals.      Instead,  he  watched
for  Georg,  his      neighbor  and
worst    enemy.

        The  families  of  these  two
men  had  hated  each  other  for
years.    This  hate  had  become
very  deep.
_____


                            S T O R Y
                            1 0 1
```

To change the content on a story frame, just type the new informa- tion over the old. Each frame may contain up to 9 lines with a maximum of 30 characters per line. The number of characters remaining will be displayed in the lower right corner of the screen and will be updated each time you enter a line. The type of frame will also appear.

Notice that to use a full-screen picture, the $ symbol and the two- digit picture number has been entered on the first line of the story frame. (THIS IS THE ONLY INFORMATION TO APPEAR ON THIS SCREEN!)

Quarter-screen pictures are used by entering the / and the appropriate two-digit number on the first line of the story frame. (CONTINUE TO ENTER CONTENT ON THIS LINE, IF YOU WISH.)

If you do not wish to edit a line, press <RETURN> to advance to the next line. You may keep pressing <RETURN> to advance through the entire frame if there is nothing you wish to edit.
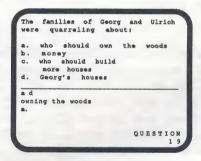
Use the ⇒ key to advance whole frames at a time. The ⇐ key may be used to back up (toward the top of the screen, and from the top of the screen to the previous screen).

Use the # symbol to begin and end underlining. (Yes, this takes up a space, and therefore counts as a character!)

Story frames automatically display a "Press <RETURN>." message when students run the lessons.

2 - QUESTION FRAME

Question frames look like this:

```
The  families  of  Georg  and  Ulrich
were  quarreling  about:

a.  who  should  own  the  woods
b.  money
c.  who  should  build
    more  houses
d.  Georg's  houses
_____
a d
owning the woods
a.


                              Q U E S T I O N
                                 1 9
```

You may enter up to 9 lines with 4 possible answer choices. The maximum number of characters allowed is 168. Again, just type the new information over the old.

To use a picture on a question frame, enter a / and the two-digit number as the only entry on the fourth answer line.

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Note the two letters below the line. The first letter indicates the correct answer. The second letter is the skill code.

Since the questions are broken down by the skill taught, it is necessary to code your answer so the computer can record this information in the Student Planning (recordkeeping) file. When each student's record is shown, the breakdown is by category and the number correct out ot the number attempted. This gives the teacher an idea of where the student needs more work.

The categories and their codes are:

c - characterization
p - making predictions
a - author's purpose
t - theme/main idea
f - fact/opinion
d - details
s - sequencing
i - making inferences / judgment
r - pronouns
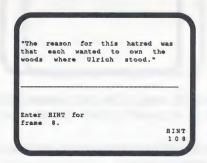**v** - vocabulary from context
m - mood

NOTE: If you change the Design Option to allow the student to type the word as the answer (up to 25 characters), LEAVE THIS ANSWER AND CODE AS IT IS NOW ENTERED. Use the NEXT answer line to show the word or phrase you expect students to enter. Student answers must be an exact match, including upper and lower case letters. You may want to use the third and fourth answer lines to accept the word typed in the other case, or with an alternate spelling. Any match of the four possibilities will be scored as correct.

3 - HINT FRAME

A HINT frame is shown to the student if he or she misses the question on the first try. It's designed to guide a student to the correct answer.

You may enter up to 6 lines of text with a maximum of 30 characters per lines.

A hint would be similar to this one:

```
"The   reason   for  this   hatred  was
that   each   wanted  to   own   the
woods   where   Ulrich   stood."



_____


Enter  HINT  for
frame  8.
                              HINT
                              1 0 8
```

5 - TO QUIT EDITING

You may continue through all the screens of the story set. At the end of the lesson, your changes will be saved.

If you have made all the changes and do not need to see remaining frames, you may take a shortcut to the end/save routine. Type **end** on the first line of any frame. This looks scary, but will not make changes on the frame. The program will skip all remaining frames, and immediately save the lesson, including Design Options and content changes.

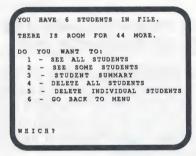After saving, you will return to the TEACHER'S MENU.

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3.2 - STUDENT PLANNING

As a student works through a lesson, errors made are recorded in the STUDENT PLANNING (recordkeeping) file. Select **2** at the TEACHER'S MENU to see this file. This first frame to appear is:

```
WANT   TO   DELETE   ALLL   STUDENTS
AND  CLEAR  THE  FILE?   (Y/N)
```

Type **N** if you want to see the file and not delete it. Type **Y** if you want to completely erase all student records. Press **<RETURN>** .

If you answered **N**, indicating you would like to see the file and not erase it, this frame will appear:

```
YOU  HAVE   6  STUDENTS   IN   FILE.

THERE   IS   ROOM  FOR   44  MORE.

DO   YOU   WANT   TO:
  1  -  SEE  ALL  STUDENTS
  2  -  SEE  SOME  STUDENTS
  3  -  STUDENT  SUMMARY
  4  -  DELETE  ALL  STUDENTS
  5  -  DELETE  INDIVIDUAL  STUDENTS
  6  -  GO  BACK  TO  MENU


WHICH?
```

STUDENT PLANNING 1 - SEE ALL STUDENTS

The computer will ask if you are using a printer. If **Y**, it will ask for the slot number. It will usually be 1 or 2. If you're not sure, turn off the computer, take off the cover and check.

```
ARE YOU USING A PRINTER? (Y/N) Y




WHICH   SLOT?
```

After typing the slot number, the records for all of the students will be printed.

If you replied N, indicating you are not using a printer, the results will be displayed on the screen in the same format as above. Scrolling of results is under teacher control.

NOTE: Press **<ESC>** to stop the printout or screen display at any time.

STUDENT PLANNING 2 - SEE SOME STUDENTS

This frame appears:

```
NOTE  THE  NUMBER  TO  THE  LEFT  OF
THE  STUDENT(S)  YOU  WISH  TO
PRINT  OR  DISPLAY.




PRESS   <RETURN>
```

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Type the number (not the name) of the student(s) whose records you wish to view and press **<RETURN>** . For example, if you type 2, the lesson name and student name will appear at the bottom of the frame. This is a check. Press **<RETURN>** if that is the student you wish to see. this gives you a chance to change your mind if it is not.

```
ENTER   STUDENT   NUMBERS

1  -  <THE  INTERLOP>   CARLEIGH
2  -  <THE  SNIPER>     RICK
3  -  <THE  TELLTALE>   WILLIAM
4  -  <THE  INTERLOP>   MING
5  -  <THE  NECKLACE>     ALLISON
6  -  <THE  INTERLOP>   CHRISTIE

5  -  <THE  NECKLACE>     ALLISON  Y
                         1  TO  PRINT
(TYPE  'END'  TO  QUIT  ENTERING
STUENTS)
```

When you are finished entering student numbers, type **END**. The computer will ask if you using a printer. If **Y**, type the slot number. If **N**, the results will be displayed on the screen, as in this sample:

```
STUDENT CARLEIGH          <60%>
STORY:    THE  INTERLOPERS
-------------------------------------------
10  QUESTIONS  IN  THE  STORY.
10  WERE  ANSWERED  --  6  CORRECT  1  ST
TRY.

BREAKDOWN   BY   QUESTION   TYPE:
     CHARACTERIZATION        1  OUT  OF  1
    *M O O D                 1  OUT  OF  1
     AUTHOR'S   PURPOSE      1  OUT  OF  2
    *DETAILS                 2  OUT  OF  3
    *MKG   INFRNC/JUDGMENT   0  OUT  OF  2
     VOCAB  FORM  CONTEXT    1  OUT  OF  1

PRESS <RETURN>             * = NEEDS WORK
```

After all the information is displayed, you will be asked:

```
STUDENT   PLANNING







WANT  TO  DELETE  ALL  STUDENTS
AND  CLEAR  THE  FILE?   (Y/N)
```

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Respond as desired. A maximum of 50 student records may be stored in the Student Planning file before at least some of the records must be deleted.

STUDENT PLANNING 3 - STUDENT SUMMARY

This option allows the teacher to view or print a summary of the student records stored on the disk. The printout will have more information than the screen display.

```
STUDENT    PLANNING
STUDENT      STORY         1 ST TRY
----------------------------------------
CARLEIGH   THE INERLOPERS    60% ( 6/10)
RICK       THE SNIPER        90%  (9/10)
WILLIAM    THE TELLTALE HEART 60% E (6/10)
MING       THE INTERLOPERS   70% E  (7/10)
ALLISON    THE NECKLACE      25% E  (4/10)
CHRISTIE   THE INTERLOPERS   40% E  (4/10)


E = <ESCAPE> KEY WAS PRESSED.
+ = STORY TERMINATED.  STUDENT WAS
CONSISTENTLY CORRECT.
```

STUDENT PLANNING 4 - DELETE ALL STUDENTS

This option is another way to clear all the student records from the disk.

STUDENT PLANNING 5 - DELETE INDIVIDUAL STUDENTS

A number of teachers have asked for this option. This is the most valuable when several teachers are using the same disk. This allows you to print the records of just a few of your students and then erase only those selected records from the file. The procedure is the same as the one described in "See Some Students." Selected records will be deleted.

STUDENT PLANNING 6 - GO BACK TO MENU

Use this option to return to the TEACHER'S MENU when you are finished with the Student Planning functions.

3.3 - RUN STORIES

This will take you back to the "Type your name" frame, ready to run student lessons.

3.4 - CATALOG DISK

This file holds a list of all lessons on the disk.

3.5 - PRINT STORIES

This allows you to print out the content on this disk in several formats. The first frame to appear is:

```
DO   YOU   WANT:


1  -  STORY  ONLY

2  -   STORY   WITH   QUESTIONS
       AT  END  OF  CHAPTER

3  -  TEACHER  PRINTOUT



W H I C H ?
```

This message appears next:

```
THIS   PROGRAM   IS   DESIGNED   TO
PROVIDE   YOU   WITH   A   PRINTOUT
OF   YOUR   STORIES.

THE   FORMAT   SHOULD   BE
SUITABLE   FOR   MOST   PRINTERS
WHICH   HAVE   THE   ABILITY   TO
PRINT   BOTH   UPPER   AND   LOWER
CASE   CHARACTERS.

THERE   MAY   BE   SOME   VARIATIONS
WITH   OTHER   MODELS.


PRESS   <RETURN>
```

You will then be shown the list of stories. Use the **<SPACE BAR>** to move the arrow to the lesson you wish to print and press **<RETURN>** .

```
SELECT  THE  STORY:

⇒   1  -  THE  INTERLOPERS   ⇐

    2  -  THE  SNIPER

    3  -  THE  TELLTALE  HEART

    4  -  THE  NECKLACE

    5  -  DO  ALL  STORIES

    6  -  RETURN  TO  MENU
```

You will be asked for the printer slot number and date. Enter this information and press **<RETURN>** .

The story chosen will then be printed in the format selected.

When the printout is complete, you will be asked whether you want to print another. Respond as desired.

3.6 - TURN SOUND ON/OFF

This refers to the sound that accompanies the graphic reinforcers which appear after correct answers. Most students enjoy the sound; some teachers and classes find it too distracting. Turn it on and off as you wish.

```
SOUND  IS  <ON>

DO  YOU  WANT:

1  -  SOUND  ON

2  -  SOUND  OFF

W H I C H ?
```

After making your selection and pressing **<RETURN>** , you'll go
back to the TEACHER'S MENU.

3.7 - CHANGE REINFORCERS

This gives the teacher the option to change the verbal reinforcers
that appear when a student answers a question correctly.

```
The seven reinforcers will
be shown one at a time.
Press <RETURN> to keep as
is.  Enter new one, if
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4.0 TEACHING NOTES and SUGGESTIONS

The classic stories used in **Moonlight and Madness** may be
presented in several different ways and will suggest many follow-
up or enrichment activities. Here are just a few ideas.

1. Read and discuss the stories aloud with a small group, before
assigning individuals to work on the computer. If individual
assignments have been made first, provide small group discussion
time as soon as several students have completed the assign-
ments.

2. Many of the stories portray specific geographic and /or historical
settings. To expand comprehension, assign research or share
background information as part of the introduction to each story.

3. Students might be interested in how old some of the stories
are, but how current the issues and central themes are! One
approach would be to explore the themes of the stories in terms of
human emotions. (Greed, jealousy, fear, hatred, and love never
change, do they?) As the students discuss or write in this area,
encourage them to give examples of these emotions from their
own experience, or from other literature, movies, TV, etc.

4. Research and background information about the authors might also add enjoyment to this unit of work. (Edgar Allen Poe is particularly interesting.)

5. Some unusual words and character names are introduced. Students might work with you to create a bulletin board or other way of sharing with the class some of these words and ideas as they are discovered within the stories.

6. Most of these stories have elements of fear/mystery/shock. How have the authors created these moods? What language is particularly effective? How does the artwork used contribute to mood setting?

7. Help students identify which stories use the plot element of "the twist at the end." Discuss how and why that is an effective literary technique. Can your class think of modern examples of movies or TV shows which use this technique?

8. Discuss with the class and then assign the writing of alternative endings. Challenge the students to change as few details of the story as possible, but create new conclusions.

9. Discuss possibilities and then ask each student to write an original story, using some of the language and techniques identified earlier. Share stories with the class.

10. Try reading an original version after using the stories and question in *Moonlight and Madness*. Can your students identify what changes were make? Were important ideas or details changed?

11. Have your more advanced student take an original short story (not necessarily a "classic") and write their own abridged version. Chances to share their work should be provided.

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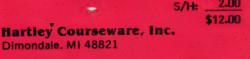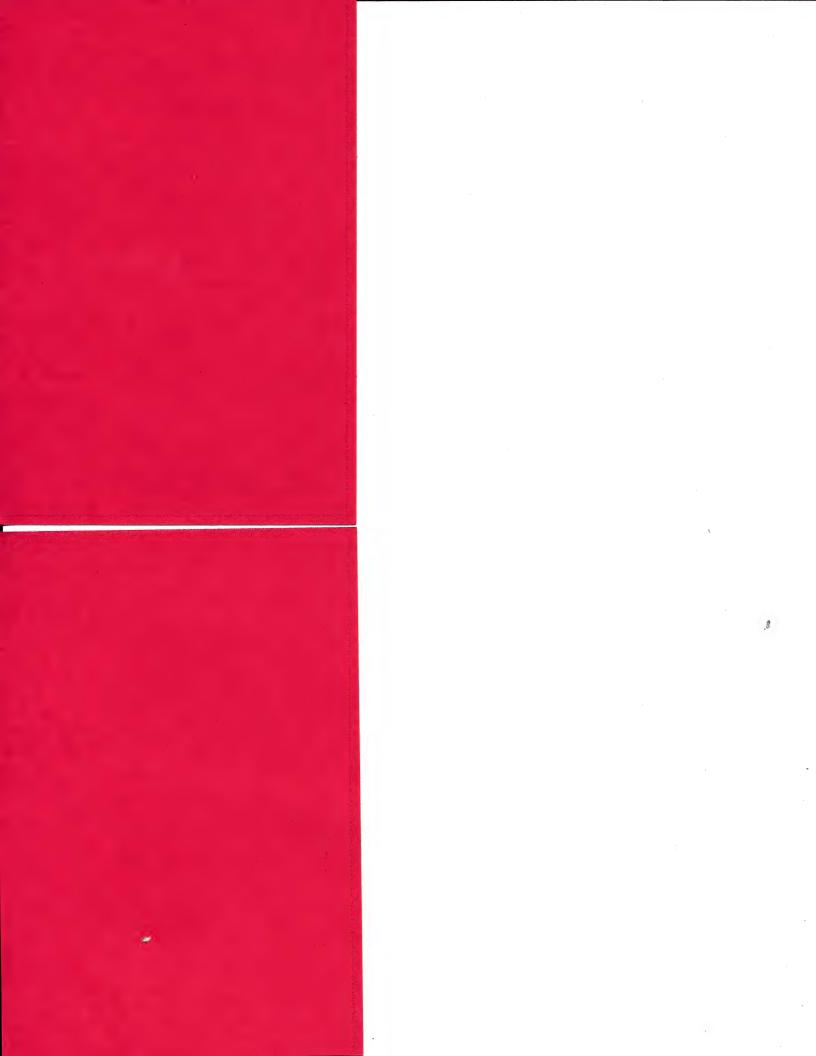CARD BEFORE YOU CAN OBTAIN A SPARE DISK.**

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