

Lesson Plan

Name: Danielle Cook

Date of Lesson: Day Four and Five

Content Area: Language Arts

Grade/Age:9

Cooperating Teacher: Prof. Spradlin

Duration of Lesson: one 90 minute block; 2 days

I. Topic of Lesson: "The Cask of Amontillado"

II. Prerequisite Knowledge: Students must already have knowledge of the following literary terms: foreshadowing, characterization, character motivation, point of view, setting, irony, imagery, conflict, plot structure, and mood.

III. Goal or SPA (NCTE) Standards:

Standard	
<i>Standard 1</i>	Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
<i>Standard 2</i>	Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
<i>Standard 3</i>	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

IV. Objective/ Ohio Academic Content Standards/ Common Core

Standard	
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R.L.9-10.4	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
R.L.9-10.5	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
S.L.9-10.1	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</p>
S.L.9-10.4	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

V. Materials/Technology:

- white board and markers
- background notes on Edgar Allan Poe and "The Cask of Amontillado"
- copies of "The Cask of Amontillado"
- group discussion rules
- Stage a Scene assignment

## VI. Activities/Procedures:

### Day One:

-Pass out copies of the story to students and read "The Cask of Amontillado" to line 123 stopping to point out and highlight passages of setting, mood, imagery language, and irony(40 mins)

-Students will be able to choose one of three groups to read in.

-Group One-reading in a group out loud taking turns to read.

-Group Two- reading individually silently.

-Group Three- following along while I read the story to them.

-Roundtable group discussions on character motivation. (Once they are done reading in their group)

-Students will reread the first sentence of "The Cask of Amontillado".

Point out that Poe never reveals exactly why Montresor is so offended by Fortunato that he plots his "immolation". Some readers feel that this omission makes the story more powerful; while others think that it detracts from the tale. Students will work in small groups to share their opinions about how much specific information an author needs to reveal about a character's motives. How much readers can expect to infer and how much an author should explicitly provide. Direct students to discuss not only "The Cask of Amontillado" but other works they have read. After they have time to discuss they should share their opinions with the class. Try to reach a consensus of whether or not Poe should have revealed more about what led to Montresor's vow of revenge. (15 mins )

-Come back together as a class. Discuss their ideas about character motivation. Discuss the passages they found and clear up and misconceptions. (35 mins)

### Day Two:

-Students get into their groups and read the rest of the story while highlighting and noting passages of setting, imagery language, mood, and irony. (40 mins)

-In their groups they should discuss the following questions: (20 mins)

-What differences are there between what Montresor perceives and what you, the reader perceive?

-Do you think that whatever insult Montresor believes Fortunato committed is imagined or exaggerated? Do you think Fortunato truly had no idea of Montresor's anger, and this makes the story even more tragic and frightening?

-Who do you think he is telling his story to? Where are they?

-Montresor says "You who so well know the nature of my soul" so it has to be someone who knows more than the reader.

-Is he confessing or bragging?

-Sometimes we get away w/something that other people think is wrong but we don't (bragging); other times we know it is wrong, and we wish someone would find out so we can make it right (confession); in both cases we want to tell someone (brag= want a pat on the back; confess= want to release the burden or secret).We may not know which until we tell the story.

-What do could an alternate ending to the story be? How would an alternate ending change to mood of the story? How would it change the irony?

-Come back together as a class to discuss their responses to the discussion questions. Talk about the passages that they marked. Clear up any misconceptions. Assign Stage a Scene assignment and go over directions. (30 mins)

VII. Accommodations/Differentiated Instruction: Students will be given both verbal and visual instruction and directions. Students will also be guided on how to take notes and record key details in their notes. Students will be able to pick a reading group that fits their interests and needs. Students will also be assisted by a case-by-case basis.

VIII. Assessment/Evaluation:

- By tracking student participation and knowledge during discussion of the text, presentation of group analysis of the text, assessment of stage a scene assignment, and assessment of their highlighted passages in the story I will be able to formatively assess students abilities to:

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- By tracking participation within the groups during the group discussions through observation I will be able to formatively assess students ability to:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

-d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

-Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

\*If the majority of students successfully demonstrate the above skills I will know that the objectives have been met.

IX. Reflection