

Lesson Plan

Lesson: The Cask of Amontillado

Length: 4-5 class periods

Age or Grade Level Intended: Spanish II students

Academic Standard(s):

10.5.2 Integrate content area concepts and skills through relevant activities.

Performance Objective(s):

1. Spanish II students will complete a vocabulary building worksheet in reference to Poe's story *The Cask of Amontillado* before reading the story with 7/9 definitions correct, 7/9 translations correct, and 7/9 example sentences correct in both English and Spanish(same sentence translated).
2. Spanish II students will complete a worksheet with comprehension and analysis, questions over the story *The Cask of Amontillado* after reading and discussing the story in-class with 80% accuracy.
3. Spanish II students will write a 1-2 page paper on the use of irony and foreshadowing in the story as well as their personal opinion of the story in both English and Spanish with a 70% accuracy in grammar, content, and content support and justification using examples from the text. See rubric (same for both English and Spanish).

Comment [jcg1]: Each of these could be in the assessment section, but you did not use the ABCD format to write a good one sentence learning objective for each skill you wanted the students to demonstrate. You wanted them to define, answer comprehension questions, use irony and foreshadowing in an essay, etc.

Assessment:

Students will turn in two worksheets, one dealing with vocabulary and the other with comprehension and analysis questions. Students will also turn in a short paper (1-2 pages) in both English and Spanish. All work turned in will be evaluated by the criteria set aside in either the directions or the accompanying rubric.

Advance Preparation by Teacher:

1. Get each student a copy of the story
2. Copy the three worksheets for students
3. Make worksheets
4. Make rubric

Procedure:**Introduction/Motivation:**

Pre-Activity Questions-have students write their answers, NOT to turn in.

1. Has anyone ever done anything to you that made you want to get revenge on them? What did they do?
2. Have you ever gotten revenge on someone for something they did to you? What did you do to them in return? Why did you feel a need to get revenge?
3. Explain how the revenge made you feel? Did you get caught? If you had gotten caught, would that have changed the feeling the revenge gave you? Explain.

Step-by-Step Plan:

1. Give the Vocabulary building worksheet to students in class and have them complete the worksheet alone and in-class (Gardner: Intrapersonal)
2. Read the story in class with a partner (Gardner: Verbal/ Linguistic, interpersonal)
3. Facilitate a discussion about the story and its hidden meaning (Bloom: Knowledge) How does Montresor use Luchesi in the story?
4. Give the students the post-reading assignment- comprehension worksheets to do for homework (Gardner: Verbal/ Linguistic) (Bloom: Comprehension, Analysis)
Explain why Montresor kills Luchesi. What is the theme of this story and what evidence is there to support it?
5. Collect homework at the beginning of class
6. Discuss the story quickly for a refresher
7. Handout and explain the writing prompt.
8. Give the remainder of class time to work on the English version of their paper. (Gardner: Verbal/ Linguistic) (Bloom: Synthesis and Evaluation)
9. Have students turn in English papers for approval and grading
10. Return papers to students and have them start to translate their work into Spanish. (Gardner: Verbal/ Linguistic)
11. Collect and grade the Spanish versions.
12. Return the papers and lead a final discussion of the story and elaborate on the points that the students missed, and picked up on.

Comment [jcg2]: Separate days on your lesson, by subheadings such as Day One, Day Two, etc.

Closure:

We should all take a lesson from both Poe and an old proverb do unto others as you want done unto you, that way we will never have the slightest of reasons to end up as Fortunato ends up.

Comment [jcg3]: Is this what you would say or what you would want for them to figure out from the day?

Adaptations/Enrichment:

Adaptations:

Student with a LD in Reading comprehension should be allowed extended time at home to finish any written assignments and is offered extra one on one time with the teacher for any help with understanding the story.

Student with ADHD and emotional disabilities should be fine during this lesson plan if the emotional disability is mild. He will have the opportunity to read aloud with a partner just as everyone else, which should provide its own incentive to try to stay focused so when it is his turn to read he will be ready. If the student's emotional disability is severe, I do not feel that this story would be appropriate because it deals with the themes of death and revenge, which may have adverse effects on the student's mental health. I feel that this story has some good morals displayed in the negative, and that it would be beneficial for the student to participate in the story with consent from his parents and the school psychologist. With this consent I recommend that the student immediately talk with the school counselor/psychologist about the story and how he/she internalized it.

Comment [jcg4]: Good to understand that they are all different.

Enrichment

Gifted student will create a book cover for the short story that should entice the reader to pick the book up and read it. The book must include a front inside cover that has a vague synopsis of the story to attract the reader, yet not to give the story away.

Self-Reflection:

1. The lesson engages the students because they will be actively participating in classroom discussion, reading the story with a partner, and answering the questions in class that I ask and on the worksheets. This story is interesting enough that the students should be engaged and ready to give their opinions of the story.
2. This lesson is designed to make the students use higher-order thinking skills because they are encouraged to give their own opinions and thoughts but they have to be supported by evidence from the story, which requires students to use critical thinking and analytical skills.

Comment [jcg5]: References to Bloom and Gardner were expected. 1/2

Manchester College

Assessment Driven Instruction Lesson Plan EDUC 235- Final exam

Name: _Nicole Glassburn_____

Teacher: Dr. Korrine Gust

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
MC Lesson Plan Format with explicitly stated Academic Standards.	Lesson does not follow MC format or state academic standards.	Lesson does not follow MC format but does state academic standards.	Lesson plan follows most of the MC format and explicitly states academic standards.	Lesson plan follows MC format correctly and explicitly states academic standards.	<u> 4 </u>
Lesson Plan Objectives	Objectives are not included.	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	<u> 4 </u>
Assessment	No assessment is planned.	Planned assessment does not match learning objectives.	Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.	Planned assessment matches learning objectives and is embedded in the procedures for the lesson.	<u> 4 </u>
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions.	Procedures are unclear and do not include Gardner or Bloom references.	Procedures are mostly clear and attempts to include Gardner and Bloom references.	Procedures are clear and references to Gardner and Bloom are attempted.	Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI.	<u> 4 </u>
Adaptations/Modifications and Enrichment Opportunities	Lesson does not include reasonable adaptations, modifications and/or enrichment opportunity.	Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.	Lesson includes more than one reasonable adaptation and/or modifications and an enrichment opportunity.	Lesson thoroughly details reasonable adaptations, modifications, and enrichment opportunities that are exemplary.	<u> 4 </u>
Grammar and Spelling	5 or more errors in grammar and/or spelling are present.	3-4 errors in grammar and/or spelling are present.	1-2 errors in grammar and/or spelling are present.	No errors in grammar and/or spelling are present.	<u> 4 </u>
				Total---->	<u>24/24</u>

Teacher Comments:



Manchester College

Writing Prompt-Poe

Name: _____

Teacher: Nicole Glassburn

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	4	3	2	1	
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	_____
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	_____
Justification of Detail Sentence(s)	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.	_____
Content: discusses irony, foreshadowing, and your opinion	0/3 aspects of the content is present and supported	1/3 aspects of the content is present and supported	2/3 aspects of the content is present and supported	All aspects of the content is present and supported	_____
Mechanics and Grammar	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	_____
				Total---->	_____

Name_____

Cask of Amontillado Vocabulary

Below is a list of terms that would be beneficial to know and understand in both English and Spanish, as you will be using them in the paper due at later this week. Look up the Spanish translation of each word, write each words definition in English then, use the word in one sentence in both English and Spanish. Follow the example below.

Cask-el barril- A cask is a container made and shaped like a barrel and holds liquids such as wine.

I have 70 casks of wine in the basement. Tengo setenta barriles de vino en el sótano.

1. Amontillado-_____

2. Catacomb-_____

3. Impunity-_____

4. Immolation-_____

5. Irony--

6. Revenge-_____

7. Carnival-_____

8. Palazzo-_____

9. Foreshadowing-_____

Nombre _____

Preguntas de la comprensión y del análisis.

Contestar las preguntas en oraciones completas, dé ejemplos del texto para apoyar las respuestas.

1. ¿Por qué el Montresor mató a Fortunato? ¿Está una razón justificable matar? ¿Por qué o por qué no?

2. ¿Hay otras maneras de ocuparse de esta situación con excepción de asesinar? ¿Si es así cuáles son ellos?

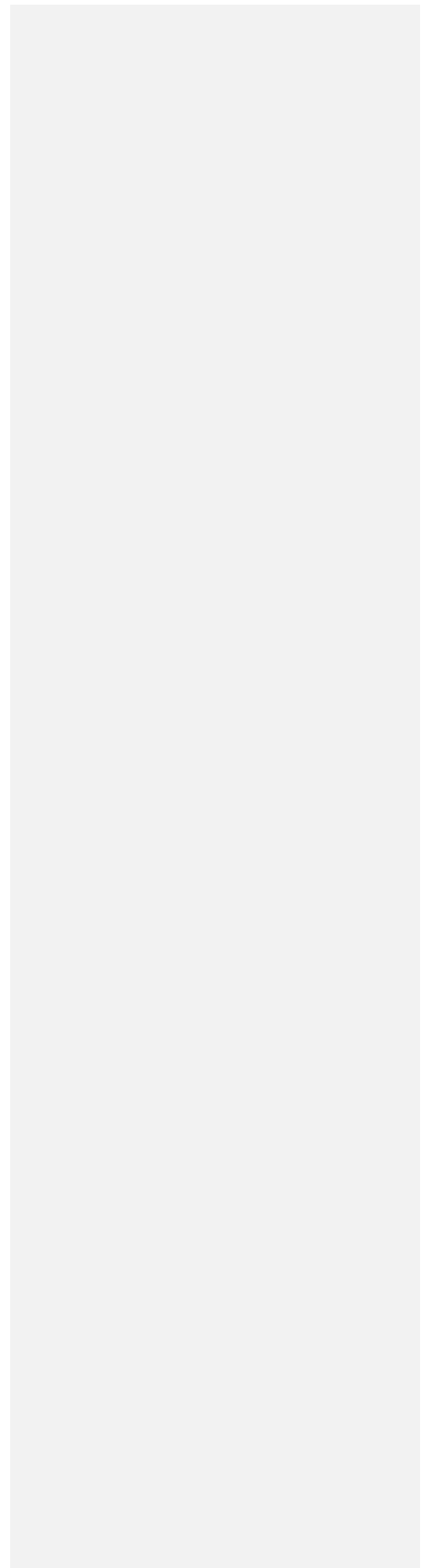
3. ¿Piensas que Montresor nunca será condenado por matar a Fortunato? ¿Por qué o por qué no?

4. Qué significa la frase "A wrong is unredressed when retribution overtakes its redresser"? ¿Por qué es significativa?

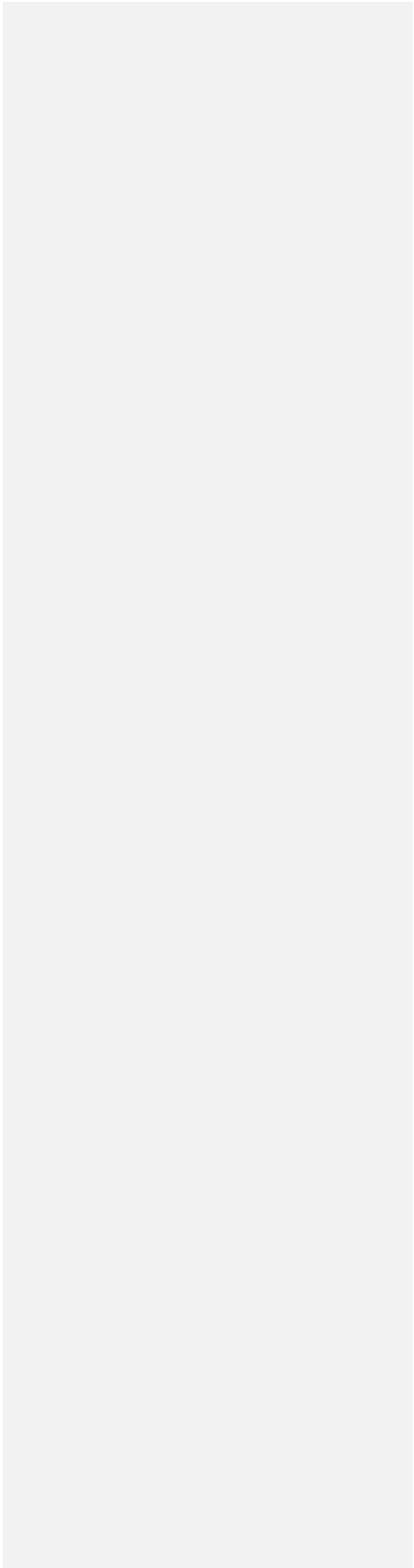
5. ¿Cuál es propósito del personaje de Luchresi en el cuento?

6. ¿Por qué Montresor se parece preocupación sobre salud del Fortunato?

7. ¿Cuál es el tema del cuento?



8. ¿Qué formas de ironía y presagiando utiliza Poe en el cuento? Dé y explique tres ejemplos.



Name_____

Cask of Amontillado Writing Prompt

In Edgar Allen Poe's short story *The Cask of Amontillado*, Poe uses various forms of irony and foreshadowing. Use examples from the text to discuss the importance of the use of these techniques in the story. An analysis must be made on what the moral of the story is, using specific examples from the story to justify your opinion. In the final paragraph discuss your personal opinions of the story and justify your response. The comprehension and analysis questions on the worksheet we did earlier this week can be used as a guide but you do not have to use it, so long as you justify with examples from the text. The paper should be 1-2 pages in standard format in English. You must turn in an English draft for approval before proceeding to translate the paper to Spanish. Remember to justify your response with examples from the text. You will be graded on justification, spelling, and grammar.

English version due_____

Spanish version due_____

Brain storm ideas below