

## ELA Lesson Plan

**Date:** February 2009

**Class/Hour:** N<sup>th</sup> Hour

**Course:** English Language Arts

**Unit:** Expanding Vocabulary through *The Cask of Amontillado*

**Concept/Topic to Teach:** To expand vocabulary using different strategies and to understand the meaning of the story through its vocabulary.

**Standards Addressed:**

Michigan ELA Content Standards and Expectations

CE 2.1.3. Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

**Specific Objectives:**

(For Today's Learning Activities)

Comprehension

1. Students will be able to identify the appropriate meaning of unfamiliar words from the story.

Synthesis

2. Students will be able to summarize the story employing the unfamiliar words from it.

(Additional for the Next Day Assessment)

Application

3. Students will be able to construct sentences using the unfamiliar words from the story.

Evaluation

4. Students will be able to evaluate the story based on their understanding derived from determining the meaning of unfamiliar words.

**Materials:**

A copy of the literature, *The Cask of Amontillado*

Dictionary, Thesaurus

News stories, Worksheets

**Lead-In/Motivation/Anticipatory Set: (10 minutes)**

As pre-assigned work, students will bring in current news stories about “revenge” and within these news stories, they have to find words and phrases that describe “revenge.”

With whole class discussion, the students share their opinions about “revenge” founded on their pre-assigned task. After which, the students will list two synonyms for the word “revenge” from their Thesaurus. With the listed synonyms, the students will differentiate degrees of intensity: which of them evoke stronger feelings utilizing the dictionary. (Similar to differentiating related words in the thesaurus for eat, gobble, and devour. Which of these connotes extreme hunger?) During this phase, the use of context clues, the thesaurus, and the dictionary will be explained.

**Procedure:**

1. Students will read *The Cask of Amontillado* independently to get an idea. (10 minutes)
2. While reading, they will underline or highlight words that are unfamiliar to them.
3. After reading, the class will be divided into small groups of around 3 to 4 students.
4. Each group will complete a worksheet. Every member will share one unfamiliar word from among his/her underlined or highlighted words. The members will work together to fill out the worksheet chart labeled *Unfamiliar Words, Context Clues, Synonyms from the Thesaurus, and Exact Meaning from the Dictionary*. In addition to these, the group will pick a word from their roster of unfamiliar words to differentiate the varying degrees of its synonyms obtained from the Thesaurus and explain these differences on grounds of their dictionary meaning. (15 minutes)
5. Each group will briefly present the word that has to be distinguished from its synonyms starting with its context clues, synonyms drawn from the thesaurus, and the exact meaning from the dictionary. The last portion will be the distinction as described in sentence 3 of procedure number 4. (10 minutes)
6. The group worksheets will be submitted and will be the bases for assessment.
7. On the students’ individual copies of the story, the students will replace the unfamiliar words with their corresponding, more recognized meanings and re-read the story independently. (10 minutes)
8. The students will then, write a two-sentence summary of the story for submission. (5 minutes)

**Independent Practice:**

Pick up individual worksheet to continue with the same task as the group activity for the remainder of the unfamiliar words for reinforcement.

**Summary/Closure:**

In the last 5 minutes, a ball will be passed along randomly to individual students so they can state, in a jiff, what they learned from this unit.

**Assessments Based on Objectives:**

The day's assessment on comprehension is reflected on the worksheets each group completed, wherein they endeavored to identify the meaning of unfamiliar words. For the ability to evaluate, their two-sentence summary determines their understanding.

The students will have the traditional "pen-and-paper" assessment on the next class meeting. An objective check up test will consist of multiple choice and sentence construction types to measure comprehension and application. An alternative exam will be added at the end, requiring the students to write a summary with a given set of vocabulary words to gauge their ability to synthesize. They will also write their own short critique of the story to appraise their proficiency to evaluate. (Refer to attachments for the assessments, including the short rubric for the writing.)

**Homework:**

The students will be assigned to do the suggestions for independent practice and use the notes taken from the group activity to prepare for the assessment.

**Rationale:**

The formalist school of literary criticism is primarily concerned with technique, which also encompasses language and within the parameters of language are words. Thus, this lesson plan is emphasized on determining the meaning of unfamiliar words using different strategies in order to obtain the essence of the story. It is not just “what the” story “means” but how the meaning of the unfamiliar words contribute to the “insight” of its “essential truth” (166).

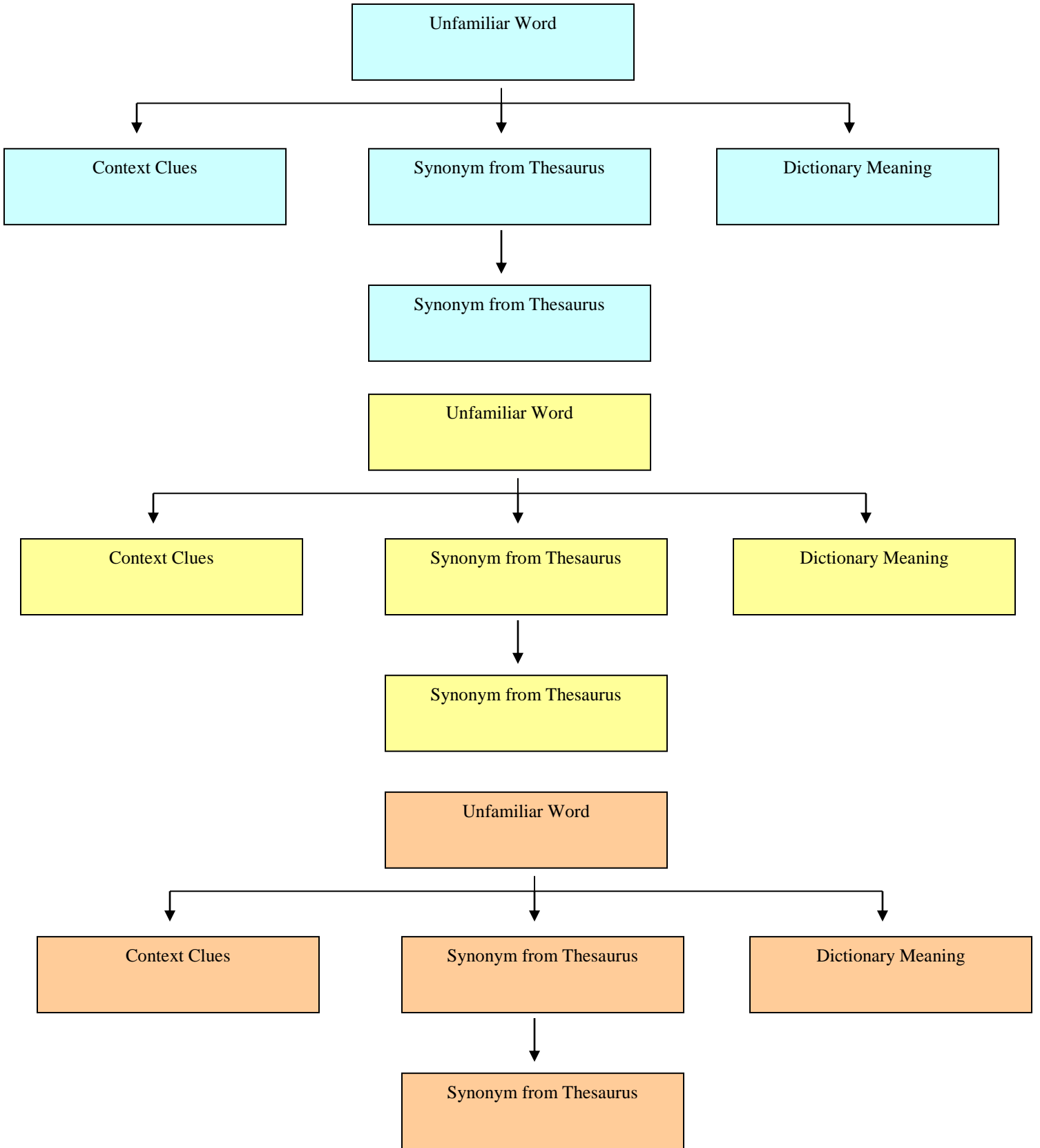
By building on vocabulary, it helps students with state mandated tests. Connecting unknown words with a story fosters visualization of their meaning. Hence, if there’s a story behind words, they are easy to remember. With the expansion of their lexis, the students are able to summarize, interpret individual parts to make sense of a coherent whole, and evaluate the story. Furthermore, the habit of using the thesaurus and the dictionary leads to effective reading and creative writing.

Besides the above, the literature itself is ridden with context clues. Therefore, an appropriate piece to start on vocabulary. From beginning to end, the meanings of the terms usually found in the SAT are surrounded by Edgar Allan Poe’s inklings: sometimes they are even beside the words being examined.

For the anticipatory set, when students choose the news stories and impart opinions relevant to the theme of *The Cask of Amontillado*, personal triggers emerge in a whole class discussion. Since it is structured as a miniscule scale of the procedure, it serves as a transitional phase to prepare students of the actual lesson.

As for the procedure, it teaches the discipline of labeling unfamiliar words in the first reading and the various strategies of determining the appropriate meanings. Incorporating the concept of distinguishing the varying degrees of synonyms, inculcates prudent choice of words: synonyms from the Thesaurus do not necessarily mean exact equivalents. The routine of replacing the unfamiliar words with their more recognized counterparts helps create mental pictures as they relate to the whole story when re-reading. Writing the summary in two sentences show that students have an understanding of the story. These steps develop their skills in obtaining literal meanings and in making interpretive ideas, which are both beneficial for students to formulate their evaluations. This segment employs individual reading to encourage reflection and collaborative learning to promote cooperation and expression.

**GROUP WORKSHEET**



Distinguish the Varying Degrees of Synonyms for the word **Front**

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The Word and its Synonyms	Meanings from the Dictionary	Degree of Intensity from least to greatest (1 to 3)	Reason
1.			
2.			
3.			

**INDIVIDUAL WORKSHEET**

Directions:

1. List the unfamiliar word.
2. Jot down its context clues.
3. Obtain two synonyms from the Thesaurus.
4. Get the exact meanings of the unfamiliar words and the synonyms.
5. Highlight the synonym closest to the meaning of the unfamiliar word.
6. Repeat the process for the next unfamiliar words.

<p style="text-align: center;"><b>Unfamiliar Words And Synonyms from the Thesaurus</b></p>	<p style="text-align: center;"><b>Context Clues</b></p>	<p style="text-align: center;"><b>Exact Meaning from the Dictionary</b></p>
<p>1. Unfamiliar Word</p> <p>1.1. Synonym</p> <p>1.2. Synonym</p> <p>2.</p> <p>2.1.</p> <p>2.2.</p>	<p>1. Clues</p> <p>2.</p>	<p>1. Unfamiliar Word</p> <p>1.1. Synonym</p> <p>1.2. Synonym</p> <p>2.</p> <p>2.1.</p> <p>2.2.</p>

**CHECK UP TEST**

**Part I.  
Getting to Know the Words**

Choose the closest meaning to the *italicized* word in the sentence.  
Circle the context clue(s) if any. Then, use the *italicized* word in a sentence.

1. At length, I would be *avenged*. I must not only punish, but punish with impunity.
- a. be even
  - b. be vindicated
  - c. be revenged
  - d. be retaliated

Sentence \_\_\_\_\_

2. My smile now was at the thought of his *immolation*.
- a. resurrection
  - b. redemption
  - c. punishment
  - d. destruction

Sentence \_\_\_\_\_

3. He prized himself as a *connoisseur* in wine. Few Italians have the true virtuoso spirit.
- a. a professional
  - b. an expert
  - c. a novice
  - d. a taster

Sentence \_\_\_\_\_

4. In the madness of the carnival season, I encountered my friend. He *accosted* me with excessive warmth, for he had been drinking much.
- a. accompanied
  - b. embraced
  - c. approached
  - d. prattled

Sentence \_\_\_\_\_

5. The attendants have *absconded* to make merry in honour of the time. These were orders to insure their immediate disappearance.

- a. fled
- b. cancelled
- c. delayed
- d. defied

Sentence \_\_\_\_\_

6. I took from their sconces, two *flambeaux* and giving one to Fortunato, bowed him through several suites of rooms to the archway.

- a. bottles
- b. flasks
- c. torches
- d. flutes

Sentence \_\_\_\_\_

7. We had passed through walls of piled bones, casks and *puncheons* intermingling into the most recesses of catacombs.

- a. crypts
- b. casks
- c. piled bones
- d. catacombs

Sentence \_\_\_\_\_

8. He threw the bottle upwards with a *gesticulation* I did not understand. I looked at him in surprise. He repeated the movement—a grotesque one.

- a. a gesture
- b. a reflex
- c. a speech
- d. an uproar

Sentence \_\_\_\_\_

9. Unsheathing my *rapier*, I began to grope with it about the recess.

- a. quill
- b. hatchet
- c. spear
- d. sword

Sentence \_\_\_\_\_

10. I thrust a torch through the remaining *aperture* and let it fall within.

- a. a pathway
- b. an opening
- c. a seal
- d. a cobweb

Sentence \_\_\_\_\_

**Part II.**  
**Putting Them All Together**

Once you have answered Part I, write a summary of *The Cask of Amontillado* incorporating these vocabulary words in their given order:

Avenge

Immolation

Connoisseur

Accosted

Absconded

Flambeaux

Puncheons

Gesticulation

Rapier

Aperture

A large, empty rectangular box with a thin black border, intended for the student to write a summary of 'The Cask of Amontillado' incorporating the listed vocabulary words.

**Part III.**  
**Thinking About the Story**

Criticize the retribution imposed upon Fortunato.

**Scoring Rubrics**

**Summary (Part II)**

- 4 = Well developed, coherent, logical
- 3 = Satisfactorily developed, mostly coherent and logical
- 2 = Undeveloped, incoherent, and partly illogical
- 1 = Incorrect or no summary written

**\*Evaluation (Part III)**

- 6 = Excellent explanation (complete, clear, unambiguous)
- 5 = Good explanation (reasonably clear and complete)
- 4 = Acceptable explanation (problem completed but may contain minor flaws in explanation)
- 3 = Needs improvement (on the right track but may contain serious flaws; demonstrates only partial understanding)
- 2 = Incorrect or inadequate explanation (shows lack of understanding of problem)
- 1 = Incorrect without attempt at explanation

\* From Measurement and Assessment in Teaching by M. David Miller, Robert L. Linn, and Norman E. Gronlund. 10<sup>th</sup> Edition. New Jersey: Pearson. (p. 272)