

## Lesson Plan

### Lesson Title: Motifs and Themes in *The Cask of Amontillado*

#### Standards Aligned (Sources: [Texas Essential Knowledge and Skills](#)):

- **(TEKS 8.5.F)** Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- **(TEKS 8.1.A)** Identify and ask questions that clarify various viewpoints by listening actively to interpret a message by summarizing, asking questions, and making comments.
- **(TEKS 8.5.I)** Use prior and background knowledge as a context to monitor comprehension and make adjustments such as re-reading, asking questions, and annotating when understanding breaks down

#### Learning Objective:

- **Identify motifs and themes using text-evidence**
- **Make connections using to text themes using background knowledge related themes**
- **Explain how characterization and setting influences storytelling**

#### Reflection Questions:

- **Is revenge justified?**
- **What makes a person want revenge?**

#### Suggested Lesson Pacing:

Lesson Element	Timing	Teaching Notes	Differentiations for Special Populations
Warm-Up	3 – 5 minutes	<ul style="list-style-type: none"><li>• Have students independently define “revenge” in their own words.</li><li>• Provide the dictionary definition of the word and have a student read it aloud and another student provide a sentence example using the <a href="#">Cambridge Learner’s Dictionary</a> or another dictionary.</li></ul>	Use of collaborative learning before cold calling and engaging in oral discussion to enhance and strengthen learning.  All text used on the worksheet are dyslexic-friendly.
Introduction to the text	5 – 8 minutes	<ul style="list-style-type: none"><li>• Have students enter Nearpod</li><li>• Allow time for students to explore the 360 “Field Trip” view of an underground area</li><li>• Introduce the premise of <i>The Cask of Amontillado</i> (The teacher may say something similar to: “This is a story of a man who willingly goes to be buried</li></ul>	Visual of setting for story

		<p>alive. The area you just explored is similar to the setting of the end of the story we'll be reading today by Edgar Allen Poe, called <i>The Cask of Amontillado</i>)</p>	
Whole Class Read	20 – 25 minutes	<ul style="list-style-type: none"> <li>• Preview the <a href="#">CommonLit</a> Guided Questions before the reading and have students have online/paper notes out to record answers</li> <li>• Read through <i>The Cask of Amontillado</i> using the <a href="#">shortened</a>, four-page version</li> <li>• Read through the story as a class, stopping to check for understanding and point out moments of <b>characterization</b> and theme/motifs, focusing on <b>reality vs. fantasy</b> and <b>reason vs. instinct</b></li> <li>• Check-in on students to clarify any questions or provide sentence starters. Ensure students write in complete sentences with proper spelling and grammar.</li> </ul>	<p>Whole class oral reading to provide multiple modalities of learning.</p> <p>Footnotes and definitions provided for potentially complicated words.</p>
Independent work time	10 – 15 minutes	<ul style="list-style-type: none"> <li>• Students will return to the Nearpod and complete the poll, tone-word matching, and open-ended question using the story and their notes</li> </ul>	<p>Key words are bolded</p> <p>Extra time permitted for students, as is necessary</p> <p>Variety of activities available to demonstrate learning</p>
Enrichment	5 - 10 minutes	<ul style="list-style-type: none"> <li>• Have students choose one of the CommonLit Discussion questions and work collaboratively with a partner to complete it.</li> </ul>	<p>Special populations may have the option to orally present their answers or record</p>

			audio of their answers if the technology is available for them to do so.
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