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*example lesson

driving question

teacher guide, answer keys, links, and rubrics

steps

links, documents, videos and more

Character Education - Respect

Are you a respectful person? What does being respectful mean to you?

This lesson is a great addition to the Character Counts program and the 6 Pillars of Character Success. This lesson focuses on the second character trait, Respect.

Teaching Guides and Teacher Resources

Cover Photo

Teacher Guide

Student Log In (Google)

Student Log In (non-Google)

Details

STEP 1

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Introduction to Character Trait: Respect

Student Note

In today's lesson, we're going to talk about how we treat other people and focus on **Respect**.

Begin by completing the "Self Assessment" paper on your own. Think of some examples where you may have demonstrated being trustworthy, or not trustworthy.

Teacher Note

This lesson is designed to assist teaching **Respect** as part of the character education program, **Character Counts**.

Begin by reminding students that today's lesson is a little bit different than a history or math lesson, instead it's about we think about and treat other people in our lives. In particular, we'll be talking about **Respect**.

Distribute the "Self Assessment" paper and tell students to take a few minutes to complete the assessment. If they finish early, consider having them think of a time they've demonstrated being a respectful person.

Respect - Self-Assessment

That Thing Called Respect

share with students

customize

notes

The preview that follows includes the teacher guide and teacher resources only for this lesson.

KEY

1. Hyperbole is the use of exaggeration to make a point. In the first paragraph, what phrase used by the narrator is an example of hyperbole? Write down the full sentence that includes the hyperbolic element. Does this line make you more sympathetic or less toward the narrator? Why? The hyperbolic line is: "The thousand injuries of Fortunato I had borne as I best could, but when he ventured upon insult I vowed revenge." Obviously, Fortunato hasn't harmed Montresor a full 1,000 injuries. Students' answers to the second part will vary, but the line makes Montresor more sympathetic because I can't imagine Fortunato has done anything so terrible to warrant this brutal killing. Montresor is exaggerating (and not actually exposing Fortunato's offenses).

2. Montresor tells us, "A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong." In your own words, explain what this means. Answers will vary, but the first idea here is that revenge is never complete if the victim is soured by the event, or if the avenger is not satisfied with the pursuit of revenge. The second part means that revenge alone is not enough when someone's done you wrong. You not only need to get your revenge, but the person who did you wrong needs to KNOW that you've won. It's the aggressor's knowledge of being bested that makes the revenge truly sweet, Montresor seems to be saying.

3. What is it about Montresor that makes him an especially effective enemy to Fortunato? Give an example from a book you've read or a film/T.V. show you've seen in which this type of villain exists. Montresor is effective because Fortunato doesn't know that he's an enemy. An enemy disguised as a friend is far more dangerous than an openly pronounced foe because the "frenemy" has access to you and information about your life that an adversary would not easily know. This two-faced villain reminds me of Iago from Shakespeare's play *Othello*. Iago, one of Othello's trusted military leaders, secretly hates Othello and easily lies to his face, setting traps and manipulations that lead the military general to kill his beloved wife and end his own life. It's fascinating—and scary—to watch.

Fortunato, who has been out drinking and enjoying Carnival, is wearing a clown's hat. Symbolically, why is this an interesting—and appropriate—costume choice by the writer, Edgar Allan Poe? Fortunato is dressed like a court jester or clown and he is, in fact, a fool who falls into Montresor's trap. The clothing makes the man in this story. Fortunato is fooled by Montresor, but it is also partly Fortunato's own foolish ego that leads him into peril, as he feels competitive with Luchresi and wants to present himself as the better man. Finally, the costume emphasizes the irony of Fortunato's name, which could loosely translate to "fortunate" in English. He, of course, is just the opposite of fortunate, as he will die in the catacombs.

5. To whom, do you suppose, is Montresor telling this story? Upon what evidence do you base your assumption? It is not clear to whom Montresor speaks, but it would have to be a trusted friend or, perhaps, even God himself. The narration takes place 50 years after the murder, so it's also likely that this is a death-bed confession to a religious minister. The second sentence hints at this with the "You, who so well know the nature of my soul," line. Students' answers will vary.

6. Name three of the many clever things Montresor does to lure Fortunato into his trap. There are several answers that work here. First, he dangles a rare treat, the Amontillado, before Fortunato, who is a known wine connoisseur. Second, he finds Fortunato on a party night when he's already a bit drunk and his defenses are down. Third, he continues to ply Fortunato with alcohol to further blur his judgment. Fourth, he uses the threat of Fortunato losing his opportunity to sample the Amontillado to a rival, Luchresi. Fifth, he pretends several times that it would be best for them not to proceed further down the path, knowing that Fortunato will insist they continue.

7. How did Montresor ensure that no servants would be around to witness the crime? He told them he would be gone all night and ordered them to stay in the house instead of going to the city-wide party. Of course, the moment he left out the front door, they all left out the back door. When the cat's away, the mice will play, as the old saying goes.

8. Poe uses several elements of foreshadowing. Write down (or paraphrase) two lines that foreshadow the grisly event at the end of the tale. 1. "Enough [Fortunato] said. 'The cough's a mere nothing; it will not kill me. I will not die of a cough.'" 2. Montresor has brought a trowel with him to dig up the tombs, which he jokingly shows to Fortunato, who is too thick to ask questions.

9. Locate and write down a line that includes verbal irony. The two men are drinking the Medoc, Fortunato says, "I drink to the burial of the dead and repose around us." Then, Montresor says, "And I to your long life." It is ironic because Montresor intends for just the opposite to happen.

10. This is the Montresor family's coat of arms. Symbolize why is this an appropriate image for our narrator? The scorpion is a symbol of being sneaky and/or two-faced. Montresor is sneaky and two-faced as he leads Fortunato into his tomb and is about to deliver a deadly blow. The scorpion is also appropriate, as Montresor refuses to accept the insults he's endured from Fortunato. There will be retribution and it will be severe.

11. When Montresor offers Fortunato wine, what is the reason he gives for wanting the other to drink? 1. He wants Fortunato to be drunk. Why does Montresor also have a drink? 2. He really, though, just wants to keep Fortunato drunk. 3. He drinks some himself probably to stay warm, but also probably to steel his nerves against the crime he's about to commit.

12. At the end of the story, what makes Montresor feel sick? It's most likely a combination of the dampness of the tunnels and the nitre, or potassium nitrate, in the air. He does not feel sick about what he's done to Fortunato. There's no guilt or remorse here. He's reacting physically to the damp, ill environment.

13. Is Montresor a reliable or unreliable narrator? Explain your answer. Montresor is the classic unreliable narrator. We should not fully believe everything he says, as he is clearly mentally deranged. He's a murderer who never gives us a full or satisfying reason for the murder. He's acting on emotion, but we are not able to tell if his actions are justified and we should sense that they probably aren't. Also, he's telling this story 50 years later,

meaning that details and accuracies have certainly faded with time.

14. Poe is a master at creating an eerie, suspenseful mood in his stories. Dig back into the text of this story and write down two lines that help establish this mood. Yes, I want you to write down the full line. Answers will vary, as there are many creepy descriptions of the setting, but I like: 1. The drops of moisture trickle among the bones. 2. We passed through a range of low arches, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame.

15. Montresor acts as judge, jury, and executioner of Fortunato. Is there any crime/offense that Fortunato could have unwittingly committed that would make Montresor's rage seem reasonable to you? Do you think individuals are ever justified in taking justice into their own hands? Explain your thoughts. Answers will vary on this question. The first question is tricky because Fortunato is clueless that Montresor holds a grudge against him. This makes the reader think that the offenses weren't really as major as Montresor perceives them to be. The second question always leads to a lively class discussion, as students have passionate feelings about right/wrong and our criminal justice system.

Storytelling Arc

Climax

Summary: Montresor attacks, locks Fortunato in chains, and seals him up inside a wall.

Text: "A moment more and I had him fettered to the granite."

[illegible]

Text of this Medoc intend us from the camps."

Summary: At the beginning of the story, Montresor is a bitter man who wants revenge against an associate of his named Fortunato.

Text: "At length I would be avenged; this was a point definitely settled in the very definiteness with which it was resolved and precluded the idea of

Text: "We will go back. You will be back. I cannot be back."

4
Rising Action

Summary: Montresor finishes the wall, confident that the job is done.

Text: "I forced the last stone into its position; I plastered it up."

Summary: Montresor stabs Fortunato with his sword and drops a flame in the space, just to make sure that Fortunato will die there.

Text: "I placed my hand upon the solid fabric of catacombs, and felt satisfied."

Resolution

Summary: Fifty years have passed and now Montresor is telling the tale. Apparently, he got away with the crime.

Text: "For the half of a century, no mortal has disturbed [the wall of bones]."

Summary: Montresor shakes hands with Fortunato and tells about the rare Amontillado he has purchased.

Text: "But I have received a pipe of what passes for Amontillado, and I have my doubts...You were not to be found, and I was fearful of losing a bargain."

Summary: Montresor crosses paths with Fortunato and the opportunity arises to spring his trap.
Text: "It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend." Oh, the irony of "friend" here.

Conflict Introduced

The Cask of Amontillado by Edgar Allan Poe, FREE 2-day lesson, lit. analysis and story-telling arc

How does a writer use literary techniques and story structure to build a suspenseful tale?

Lesson Duration: 2-3 Days

Audience: Classroom Teachers

Lesson Type: Lesson

Overview

Use The Cask of Amontillado, Edgar Allan Poe's story tale of twisted justice, to teach your students the elements of literary analysis. This two-day lesson plan includes a 15-question deep-thinking exercise (with detailed answer key/class discussion starter) and a Story Arc handout (with completed key) to emphasize exposition, conflict, rising action, climax, falling action, and resolution. Finally, this lesson also includes a link to a short anticipatory video clip that will build students' interest in the American Gothic tale.

Common Core Standards

- CCSS.ELA-Literacy.L.11-12.1
- CCSS.ELA-Literacy.L.11-12.4
- CCSS.ELA-Literacy.L.8.4
- CCSS.ELA-Literacy.L.9-10.4
- CCSS.ELA-Literacy.L.9-10.4a
- CCSS.ELA-Literacy.L.9-10.4b
- CCSS.ELA-Literacy.L.9-10.4c
- CCSS.ELA-Literacy.L.9-10.4d
- CCSS.ELA-Literacy.L.9-10.4e
- CCSS.ELA-Literacy.L.9-10.4f
- CCSS.ELA-Literacy.L.9-10.4g
- CCSS.ELA-Literacy.L.9-10.4h
- CCSS.ELA-Literacy.L.9-10.4i
- CCSS.ELA-Literacy.L.9-10.4j
- CCSS.ELA-Literacy.L.9-10.4k
- CCSS.ELA-Literacy.L.9-10.4l
- CCSS.ELA-Literacy.L.9-10.4m
- CCSS.ELA-Literacy.L.9-10.4n
- CCSS.ELA-Literacy.L.9-10.4o
- CCSS.ELA-Literacy.L.9-10.4p
- CCSS.ELA-Literacy.L.9-10.4q
- CCSS.ELA-Literacy.L.9-10.4r
- CCSS.ELA-Literacy.L.9-10.4s
- CCSS.ELA-Literacy.L.9-10.4t
- CCSS.ELA-Literacy.L.9-10.4u
- CCSS.ELA-Literacy.L.9-10.4v
- CCSS.ELA-Literacy.L.9-10.4w
- CCSS.ELA-Literacy.L.9-10.4x
- CCSS.ELA-Literacy.L.9-10.4y
- CCSS.ELA-Literacy.L.9-10.4z

21st Century Skills

- Information Media Literacy
- Communication Skills
- Collaboration Skills
- Critical Skills
- Self-Monitoring And Self-Direction Skills
- Project Management Skills
- Accountability For High Standards

Lesson Plan

Step 1: Introduction of American Gothic/Dark Romantic writer Edgar Allan Poe

- Begin by asking students what they already know about Edgar Allan Poe.
- After discussing their prior knowledge, you may want to provide a brief background about his sad, troubled life.
- Tell the class that the setting for today's story, "The Cask of Amontillado," was inspired by the catacombs of Paris. Again, ask for any knowledge the class already has about this topic.
- Show the YouTube video to help students visualize what the underground chambers in the story look like. Stop the video at the 2:50 mark; beyond that point, the host doesn't do anything important.

Step 2: Read "The Cask of Amontillado"

- Read the story aloud with the class. Some of the language is challenging for students, so I read this one aloud, stopping regularly to check guide comprehension. Advanced students may be able to read the story silently on their own, but expect average to lower-achieving students to need your help.

Step 3: Answer the "Questions" Sheet

- Give a copy of the "Questions" sheet to each student.
- Sometimes, students work independently to answer the questions. Other times, you can allow them to work in pairs of two.
- Some students may have to finish the questions as homework.

Step 4: Class discussion on the answers of the "Questions" Sheet

- Collect student answers to questions sheet.
- Launch a class discussion and go over the answers to all of the questions. This is an important step, as it will help solidify students' understanding of the deeper themes and techniques used by Poe.
- The discussion is always rich and serves as a good model for students who might struggle with literary analysis.

Step 5: Complete Storytelling Arc worksheet

- If you haven't previously discussed the Storytelling Arc with your class, make sure your students understand the pattern of: Exposition; Conflict Introduction; Rising Action; Climax; and Resolution.
- Hand out the Storytelling Arc worksheet.
- Allow students to work for the rest of the period as they fill in their arcs. Most students will finish by the end of the period, but a few may need to finish as homework.
- Review the answers together on Day 3, if you wish.

SAMPLE

Student:

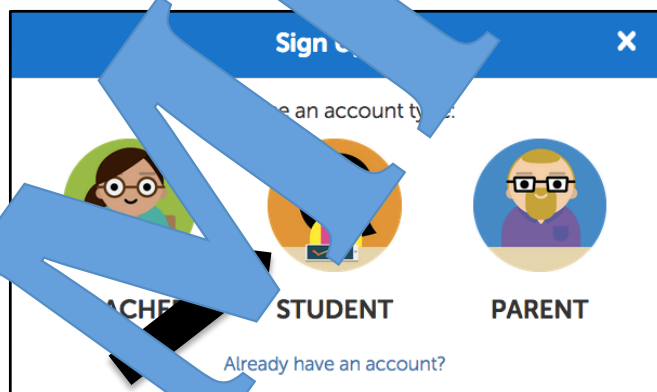
1. If you are on a computer shared with any other students, confirm they are signed out of Google. Do this by going to drive.google.com and sign out the other student.

2. Go to nextlesson.org.

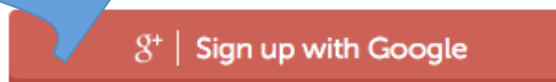
3. Select "Sign Up" in the upper right corner of the page.



3. Select "Student".



4. Select the red, "Sign up with Google" button. You will be required to enter your school Google username and password.



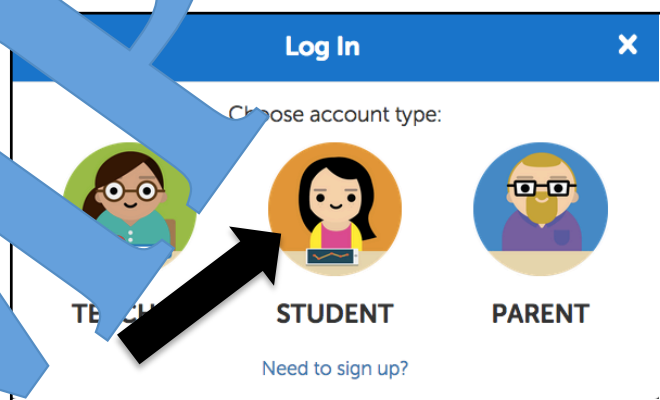
5. If your teacher has already given you a project code, enter it in the pop-up window and click the code. If a pop-up window does not appear, select the "Join Lesson" button on the top of the page and enter the code.

A screenshot of a form titled "Join a Project using a Project code." It features a text input field containing the code "40FG45" and an orange button with a plus icon and the text "Join Lesson".

Log In Directions (non-Google)

Student Log In:

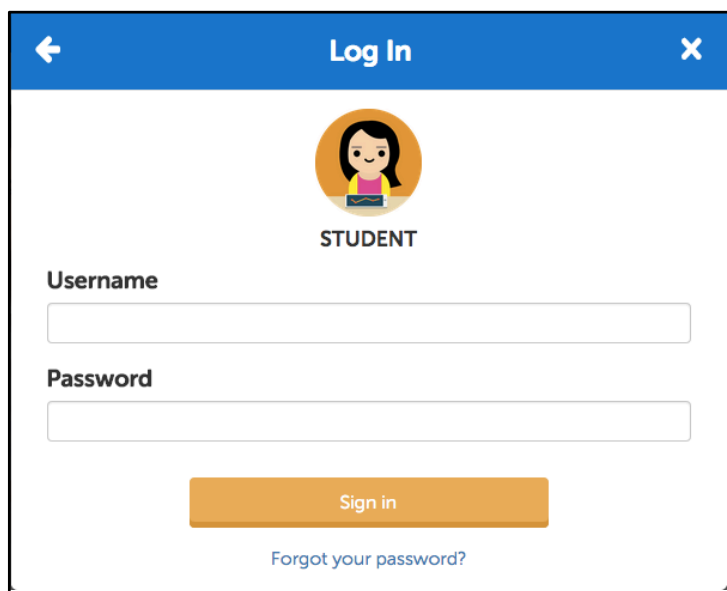
1. Go to nextlesson.org.
2. Select "Log In" in the upper right corner of the site.
3. Select "Student".



6. Select the orange "Log in with username" button.



7. Enter your username and password.

A screenshot of the 'Log In' form for a student. At the top, it says 'Log In' with a back arrow and a close button. Below that, there is a circular icon of a student (labeled 'STUDENT'). The form has two input fields: 'Username' and 'Password'. Below the 'Password' field is an orange 'Sign in' button. At the bottom, it says 'Forgot your password?'.

That's it! You should be able to access NextLesson.