



Gold Seal Lesson

Author(s): <i>Elizabeth Pierce</i>			Lesson Title: <i>Poe- Metzengerstein - What Words!</i>			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B	C	D X

Instructional Focus:

Reading Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening Students listen for a variety of purposes appropriate to the grade level.

Speaking Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

The student reads the short story *Metzengerstein* by Edgar Allan Poe. The student writes a brief summary of what he or she thinks the story is about. The student looks up in a dictionary all words that are unfamiliar to him/her. The student rereads *Metzengerstein* with the defined words beside him/her for reference. The student writes a second brief summary of what he/she thinks the story is about. The student discusses in a round-table discussion the difference in the student's first reading as compared to the second reading. The student theorizes why Poe used these words in his story. The student discusses the effects of using unfamiliar words on a reader's audience and how he/she may have felt when reading this story. The student imagines and discusses being an employee and having to write a report for a prospective client. The student should consider who his or her audience is, the level of expertise the audience has with the subject matter in the report, and how using unfamiliar words might make the audience feel about the company and the product (or procedure) the employee is writing about. (Teacher see attached vocabulary words from *Metzengerstein*.)

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. 1

Identify, collect and/or select pertinent information while reading. 5

Express opinions clearly and forcefully without interrupting or insulting others. 16

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. 20

Use dictionary, grammar books, and thesaurus to aid in editing and understanding words. 21

Apply personal or objective criteria for evaluating informational, persuasive and literary materials. 53

Relate situations, events, and characters in a reading selection to personal experience. 60

Understand the needs of a specific audience and write and speak in ways that address these needs. 62

Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader. 72

Interpret in writing a literary work's meaning and significance. 79

Scoring Guide:

Score each of the following characteristics on a scale of 4 to 0, where 4 = surpasses expectations; 3 = high quality performance; 2 = satisfactory quality performance; 1 = minimum quality performance; 0 = does not meet expectations.

**CHARACTERISTICS
CRITERIA
SCORE**

• **First Brief Summary**

- Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
- Presents information in well-organized fashion that will be clear to the target audience
- Uses editing and revising skills to improve effectiveness and accuracy

• **Researches Unfamiliar Words**

- Makes proper use of dictionary
- Uses other various sources for research

• **Second Brief Summary**

- Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
- Presents information in well-organized fashion that will be clear to the target audience
- Uses editing and revising skills to improve effectiveness and accuracy
- Has a better understanding of the story based on new word knowledge

• **Discusses Personal Feelings**

- Expresses opinions clearly and forcefully without insulting others
- Does not interrupt others
- Keeps on track in conversation

• **Hypothesizes and Discusses Employee/Client scenario**

- Expresses opinions clearly and forcefully without insulting others
- Does not interrupt others
- Keeps on track in conversation
- Understands the role words have in an audiences' reception of writing

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Construction Meaning Fluency In Context Independent Reading Language Structure Research Vocabulary Word Structure	Algebra	Earth Science
Writing Careers Compare/Contrast Composition Dictionary Technical Writing Usage Vocabulary	Geometry	Life Science
Communications Discussion Listening Integration	Statistics	Chemistry
Literature American Literature Fiction Non-Fiction Integration	Calculus	Physics
Other Audience Analysis	Trigonometry	Other
	Other	

Vocabulary Words from *Metzengerstein*

Metempsychosis
Contiguous
Epoch
Alloy
Inordinate
Inveterate
Antipathy
Infirmity
Heir
Debaucheries
Vassals
Servile
Punctilious
Incendiary
Erminal
Pontifical
Temporal
Audacity
Pall
Distended
Equerries
Querulous
Prodigious
Untractable
Precipitate
Peremptory
Curveted
Demeanor
Dissolute
Laconic
Imperious
Pique
Propensities
Portentous
Appellation
Conflagration
Phlegmatic
Effrontery
Impetuosity