



Author(s): <i>Elizabeth Pierce</i>			Lesson Title: <i>Poe-The Cask of Amontillado Game</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i> <i>X</i>	<i>9-12</i> <i>X</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>X</i>

Instructional Focus:

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

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

Math Problem-Solving and Mathematical Reasoning Students apply a variety of problem solving strategies to investigate and solve problems from across the curriculum as well as from practical applications.

Performance Task

The student reads *The Cask of Amontillado* by Edgar Allen Poe. The student traces Montressor’s route of death for Fortunato to (and through) the catacombs in a flowchart. The student creates a board game using the flow chart as a guideline for the steps Montressor made from the supposed insult to the final death of Fortunato. The student may take liberties on alternatives routes throughout the board game but alternative routes must always lead back to the original storyline’s path. Outcome of board game must be the same as outcome of the story. The student must write directions on how to play the game.

ICLE Essential Skills

Give oral or written directions that are clear and are understood by another person.
ELA 2

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

Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations.
ELA 29

Understand and use graphics such as graphs, charts, visual aids, white space, bold print, headers and other graphics to enhance meaning.
ELA 56

Use *direct proof and indirect proof* sequencing techniques to reach a conclusion. Direct proof uses the Laws of Reasoning to create an orderly arrangement of steps leading to a conclusion. Indirect proof uses an initial assumption that the conclusion is false, and through a series of logically sound reasoning steps the statement may be proved otherwise.
Math 32

Scoring Guide:

4 Points = The students think of several possible board game designs. They prioritize their strategies in solving the problem by incorporating the flow chart. As they work on the task, they make necessary modifications to their board games' designs. Students demonstrate an understanding of the problem-solving process. They are able to create board games that meet the requirements that the games be accurate and true to the plot line and setting of the short story *The Cask of Amontillado*. Students demonstrate an understanding of the story and the setting in creating the board games' designs. The students demonstrate their understanding of the problem solving process by creating the games and by writing clear and concise directions that accurately inform the audience of the games' intents and procedures.

3 Points = The students think of possible board game designs and select appropriate designs. They make some modification to the flow charts on the designs of the board games as they work through the problem. The final products meet the requirements that the games be accurate and true to the plot line and setting of the short story. Students demonstrate an understanding of the problem-solving process. Although the board game has a logical flow to the plot line and setting of *The Cask of Amontillado*, the board game is somewhat illogical in its sideline excursions or in the interactive process of playing. Students demonstrate an understanding of most of the problem solving process by creating the games and by creating directions that inform the audience of the game's intents and procedures.

2 Points = The students have difficulty thinking of board game designs and develop only a few strategies to create the board games. They do not make flow charts to assist them in the logic of creating the board games' designs. Students demonstrate only limited understanding of the problem-solving process and have a limited understanding of the story line and the setting of *The Cask of Amontillado* as demonstrated in the design of the board games. The board games are poorly made and have difficulty showing that there is any logic to the board games' playing capabilities. The students' directions are not clear and concise and do not accurately inform the audience of the games' intents and procedures.

1 Point = The students need an explanation of the task of creating a board game before they can determine a board game design. These conversations are not productive and they develop only one design for the board games. No flow chart is used to help with the logical flow of the thought process. The final product is very poorly constructed and does not meet the requirements that the games be accurate and true to the plot line and setting of the short story *The Cask of Amontillado*. It cannot be played and there are no directions for the audience to understand the game's intents and procedures. The students have little, if any, understanding of the problem solving process by creating the games and by writing the directions. There is little evidence of effort on the task.

Keywords

English Language Arts	Mathematics	Science
Reading Authors Comprehension Vocabulary	Algebra	Earth Science
Writing Composition Organization Sequencing Technical Writing	Geometry Problem Solving	Life Science
Communications	Statistics Charts Puzzles	Chemistry
Literature American Literature Fiction Setting	Calculus	Physics
Other	Trigonometry	Other
	Other	

