



“The Cask of Amontillado” Interrogation Scene

By: Whitney Gordon

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Language Arts
Grades 9-12



Learning Objectives

Students will:

- Cite textual evidence to support ideas drawn from a literary text. ([CCSS.ELA-LITERACY.RL.9-10.1](#))
- Compose a piece of literature that presents and resolves a problem and depicts one or more points of view. ([CCSS.ELA-LITERACY.W.9-10.3.A](#))

Materials Needed

- Copies of “The Cask of Amontillado” short story.

Introduction

Students will write and perform a dramatic scene that depicts the main character of Edgar Allen Poe’s “The Cask of Amontillado.” This lesson plan takes place over the course of three days.

Procedure

Day 1

1. Read “The Cask of Amontillado” as a class.
2. Implement Freeze Flame Tableau strategy while reading.
 - Assign partners or groups of three. At random moments while reading, yell out “Freeze frame tableau!” Students should stand up and act out a still shot of the current scene in the text.
3. Complete “Chalk Talk”
 - After reading, ask students what evidence from the story could link Montresor to the crime.
 - Have students visit the board to record their ideas of possible incriminating evidence. Make sure you can revisit this on day two. (Use butcher paper or something similar if you will need to erase the board.)

Day 2

1. As students walk in, have them respond to the prompt below.
 - Define the word “interrogate” using your own words. Now using your understanding of the word, write a descriptive paragraph detailing a scene from an “interrogation room.”
2. Allow some students to share their paragraphs and prior knowledge about criminal interrogations.

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3. [Play](#) the following example interrogation scene.
4. Introduce the following prompt to the students. Allow them to work in partners and begin writing.
 - Montresor thought that he committed the perfect crime by killing Fortunato and hiding him behind a brick wall, but he was wrong. The authorities have brought Montresor into the interrogation room for questioning. Work with a partner and use evidence from the story to write a short skit between Montresor and a detective in the interrogation room. Will Montresor crack under the pressure, or will he get away with the crime? You decide!

Day 3

1. Allow students to practice their skits with their partners. Use tips and vocabulary below to facilitate smooth performances.
 - Blocking: determining the positions and movements of characters onstage.
 - Remind students to project their voices.
 - Remind students that their backs should never be to the audience.
 - Introduce students to the rubric(s).
 - Allow students to read from their scripts while performing unless you plan to build in extra practice days.
2. Show time! Allow students to perform their skits for the class!

Evaluation

- Use [this rubric](#) is for citing evidence.
- [This rubric](#) is for the content and performance of the skit. Use the first two rows only unless you are teaching a drama class or plan to dedicate more instruction and practice time for creating more in-depth performances.