

American Stories

"William Wilson," Part Three by Edgar Allan Poe

Lesson Plan

This lesson plan is to accompany the American Stories series episode "William Wilson," Part Three, by Edgar Allan Poe.

A transcript of the story is included at the end of this lesson to print so students can read as they listen. Teachers who cannot play the audio from the website can read the story aloud or have students read it.

American Stories lesson plans are based on the CALLA approach. See the end of each lesson for more information and resources on teaching with the CALLA approach.

CALLA has five lesson elements:

Prepare: Engage students in the topic and identify objectives for the lesson. Find out what students already know about it and motivate them to learn more. Teach new vocabulary.

Present: Present new information. Explain the target learning strategy for the lesson. Model what the students are asked to do. Discuss connections to students' prior knowledge.

Practice: Give students an authentic, active task that they can do in a small group or in pairs. Remind students to use the target learning strategy.

Self-Evaluate: Question students so they will reflect on their own learning. Ask students to evaluate their own learning rather than wait for the teacher to assess them. Find out if using the learning strategy helped students' understanding.

Expand: Guide students on how to apply what they learned to their own lives. Point out other contexts where the learning strategy may help. Make connections between content and language or to the student's first language. When appropriate, request that parents contribute to learning.

Now for this week's lesson.

Prepare

Introduce the story: "Today, we will read Part Three of 'William Wilson' by Edgar Allan Poe. You will remember that, last week, the narrator went into the other boy's room and attempted to hurt him. But, instead, he became frightened and left the school, never to return. In this week's story, the narrator plays a game with a boy at his new school. Have you or someone you know ever played a game where a valuable prize was involved – maybe money or a trophy? For example, maybe you were in a contest at or away from school, like a sports competition or some other type of contest? What games or contests or have you participated in where the prize was something valuable? How old were you? What did you win? Tell the person sitting next to you about it."

Ask students to discuss this in pairs. Then, ask them to share a few examples with the class. If you like, you can have students report on their partners. For example, Student A can say, "Student B won the sixth grade spelling contest and her prize was a trophy."

Say, "In today's story, we learn about a card game the narrator plays with a boy at school. Maybe you have played cards before or you may know people who have. There are many, many card games around the world. Here is an example of what a card game looks like:"



In card games, players hide the numbers and symbols on their cards until it is time to show the ones that are valuable.

Say, "Cards is one of our vocabulary words. Now, let's learn the rest of the vocabulary." Teach the new vocabulary for the lesson. Use pictures and gestures, if you find it useful and engaging. The vocabulary also appears on a separate page after the transcript for printing and handing out to students.

Vocabulary

looking glass - *n.* an old fashioned term for 'mirror'

wrongdoing - *n.* behavior that is morally or legally wrong

delighted - *adj.* made very happy; full of great pleasure or satisfaction

height - *n.* a measurement of how tall a person or thing is; the distance from the bottom to the top of a person or thing

manner - *n.* the way that something is done or happens

tremble - *v.* (this is a review word; ask students if they remember what it means.)

gentleman - *n.* a man who treats other people in a proper and polite way

gamble - *v.* to play a game in which you can win or lose money or possessions; to bet money or other valuable things

cards - *n.* small pieces of stiff paper that are marked with symbols or pictures to show their value, come in a set, and are used for playing games

pale - *adj.* light in color or lacking color

coat - *n.* an outer piece of clothing that can be long or short and that is worn to keep warm or dry

Present

Hand out the transcript of the story.

Introduce the task to students: "Playing any kind of game involves predicting, or guessing, what will happen. We make mental guesses about the game, such as who will win and what the score will be. When we guess what will happen, we call this *predicting*. As we read the story today, we will practice the strategy **Predict** to help us focus on the story events."

Ask students, "From reading the previous two parts of the story, what do we know about the narrator's personality? What do we know about his experiences at his last school?" Give students a minute to discuss this with their partners. Elicit a few responses. (The responses may include that the narrator is very controlling and can be mean to the other boys.) Then say, "This kind of information will help us make predictions about the events in the story."

Continue, "I'm going to begin reading [or 'playing the audio'] and then predict, or guess, what will happen. I'll show you how to do this."

Play or read aloud to: "Now I called the subject into my mind only to smile at the strength of the strange ideas and thoughts I had once had." (end of paragraph three)

Model the strategy: "The first part of the story describes the narrator's decision to move to a new school, Eton. I have a prediction. I think he will cause problems for the students at the new school. We know, for example, that he can be a bully and very cruel."

Make a chart (like the one below) on the board or a shared screen and write in the quote and prediction. Be sure to include the number of the paragraph next to the quote "(3)." Tell students they will also list the paragraph numbers during their practice activities. (This will help them to locate the quotes faster and more easily when they discuss them with their partners and the class.)

What the story tells me	What I predict will happen
"I went to study at a famous school called Eton." (3)	He will cause problems for the students at the new school.

(Note that a printable Predictions Guide for the teacher appears at the end of the lesson. The guide is simply a reference. The teacher may want to refer to it as he/she listens to students' predictions during the practice activities.)

Tell students that, to stay interested in the events of a story, we can predict what will happen next, based on what the story tells us.

Practice

Hand out the blank Predictions Chart. If students need more writing space, they can write on the back of the pages. Then, prepare students for the next part: "Now, it's your turn. Let's listen to some more of the story. As we listen, think about what will happen next."

Play or read aloud to: "When I entered he came quickly up to me, and, taking me by the arm, he said softly in my ear: 'William Wilson!'" (end of paragraph six)

Tell students they will write notes/quotes and predictions in the chart and share these with their partner. (They can write in their charts together or write in them first individually then discuss them with one another.)

Point out that it doesn't matter whether or not their prediction actually happens in the story. What's important is thinking about what might happen. It helps us to stay focused as we read.

Give students time to work on the activity together. Ask several students to share their predictions with the class. Write them on the board or shared screen.

Ask students what they think will happen next.

Follow these same steps every *three* paragraphs (after the 9th, 12th, 15th and 19th, or final, paragraphs): first, play or read the story aloud; next, allow students to work in their pairs; then, ask several students to share their predictions and write them on the board or shared screen; and then ask students what they think will happen next.

The purpose of breaking the story into smaller parts this week is to give students more opportunities to predict the story events before they learn what happens next.

Self-Evaluate

Say, "Now I'd like to ask: what do you think about using this strategy, *Predict*, when you read? Did it help you stay focused while reading? Write two sentences on a piece of paper to turn in about how predicting helped you today."

Expand

Ask students: "Are there other times – at or away from school – when you can predict something based on what you already know?"

Give students a minute or two to discuss this with the same partner from the last activity. Ask them to come up with three to five examples. Then, elicit responses from volunteers.

Continue, "We use this strategy in many school subjects. For example, in mathematics, we call it estimating. Estimating is when we guess a number that is close to what the answer will be. In science, we use predicting when we do experiments; we call it making a hypothesis. We guess what the result will be before we start the experiment. Outside of school, we make predictions every day. For example, when we plan an outdoor event, we predict whether it will rain or be sunny. Try using this strategy tonight when you do your homework, or in the next class. Let me know how it goes!"

"William Wilson," Part Three **By Edgar Allan Poe**

You will remember that in the last part of my story I told of my experiences in my first school; I spoke of my early meetings with a boy who looked and behaved as I did – whose name was even the same as mine: William Wilson. I told of the night when I went to Wilson's room, with a plan to hurt him. What I saw that night so frightened me that I left the room and the school forever. As I stood looking down at his sleeping form and face I might have been looking at myself in a looking glass.

It was not like this — surely not like this — that he appeared in the daytime. The same name, the same face, the same body, the same day of coming to school! And then his use of my way of walking, my manner of speaking! Was it, in truth, humanly possible that what I now saw was the result and the result only — of his continued efforts to be like me? Afraid, I left the old school and never entered it again.

After some months at home, doing nothing, I went to study at the famous school called Eton. I had partly forgotten my days at the other school, or at least my feelings about those days had changed. The truth — the terrible truth — of what had happened there was gone. Now I doubted what I remembered. Now I called the subject into my mind only to smile at the strength of the strange ideas and thoughts I had once had.

My life at Eton did not change this view. The fool's life into which I carelessly threw myself washed away everything that was valuable in my past. I do not wish, however, to tell here the story of my wrongdoing — wrongdoing which went against every law of the school and escaped the watchful eyes of all the teachers. Three years of this had passed and I had grown much larger in body and smaller in soul. Three years of wrongdoing had made me evil.

One night I asked a group of friends who were as evil as I to come to a secret meeting in my room. We met at a late hour. There was strong drink, and there were games of cards and loud talking until the new day began appearing in the east. Warm with the wine and with the games of chance, I was raising my glass to drink in honor of some especially evil idea, when I heard the voice of a servant outside the room. He said that someone had asked to speak with me in another room.

I was delighted. A few steps brought me into the hall of the building. In this room no light was hanging. But I could see the form of a young man about my own height, wearing clothes like those I myself was wearing. His face I could not see. When I had entered he came quickly up to me, and, taking me by the arm, he said softly in my ear: "William Wilson!"

There was something in the manner of the stranger, and in the trembling of his uplifted finger, which made my eyes open wide; but it was not this which had so strongly touched my mind and heart. It was the sound of those two, simple, well-known words, William Wilson, which reached into my soul. Before I could think again and speak, he was gone.

For some weeks I thought about this happening. Who and what was this Wilson? — where did he come from? — and what were his purposes? I learned that for family reasons he had suddenly left the other school on the afternoon of the day I myself had left it. But in a short time I stopped thinking about the subject; I gave all my thought to plans for study at Oxford University.

There I soon went. My father and mother sent me enough money to live like the sons of the richest families in England. Now my nature showed itself with double force. I threw aside all honor. Among those who spent too much money, I spent more; and I added new forms of wrongdoing to the older ones already well-known at the university.

And I fell still lower. Although it may not be easily believed, it is a fact that I forgot my position as a gentleman. I learned and used all the evil ways of those men who live by playing cards. Like such skilled gamblers, I played to make money.

My friends trusted me, however. To them I was the laughing but honorable William Wilson, who freely gave gifts to anyone and everyone, who was young and who had some strange ideas, but who never did anything really bad.

For two years I was successful in this way. Then a young man came to the university, a young man named Glendinning, who, people said, had quickly and easily become very rich. I soon found him of weak mind. This, of course, made it easy for me to get his money by playing cards. I played with him often.

At first, with the gambler's usual skill, I let him take money from me. Then my plans were ready. I met him one night in the room of another friend, Mr. Preston. A group of eight or ten persons were there. By my careful planning I made it seem that it was chance that started us playing cards. In fact, it was Glendinning himself who first spoke of a card game.

We sat and played far into the night, and at last the others stopped playing. Glendinning and I played by ourselves, while the others watched. The game was the one I liked best, a game called "écarté." Glendinning played with a wild nervousness that I could not understand, though it was caused partly, I thought, by all the wine he had been drinking. In a very short time he had lost a great amount of money to me.

Now he wanted to double the amount for which we played. This was as I had planned, but I made it seem that I did not want to agree. At last I said yes. In an hour he had lost four times as much money as before.

For some reason his face had become white. I had thought him so rich that losing money would not trouble him, and I believed this whiteness, this paleness, was the result of drinking too much wine. Now, fearing what my friends might say about me, I was about to stop the game when his broken cry and the wild look in his eyes made me understand that he had lost everything he owned. Weak of mind and made weaker by wine, he should never have been allowed to play that night. But I had not stopped him; I had used his condition to destroy him.

The room was very quiet. I could feel the icy coldness in my friends. What I would have done I cannot say, for at that moment the wide heavy doors of the room were suddenly opened. Every light in the room went out, but I had seen that a man had entered; he was about my own height, and he was wearing a very fine, long coat. The darkness, however, was now complete, and we could only feel that he was standing among us. Then we heard his voice. In a soft, low, never-to-be-forgotten voice, which I felt deep in my bones, he said:

"Gentlemen, I am here only to do my duty. You cannot know the true character of the man who has tonight taken a large amount of money from Mr. Glendinning. Please have him take off his coat, and then, look in it very carefully."

While he was speaking there was not another sound in the room. And as he ended, he was gone!

Vocabulary

looking glass - *n.* an old-fashioned term for 'mirror'

wrongdoing - *n.* behavior that is morally or legally wrong

delighted - *adj.* made very happy; full of great pleasure or satisfaction

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manner - *n.* the way that something is done or happens

tremble - *v.* (this is a review word; ask students if they remember what it means.)

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gamble - *v.* to play a game in which you can win or lose money or possessions; to bet money or other valuable things

cards - *n.* small pieces of stiff paper that are marked with symbols or pictures to show their value, come in a set, and are used for playing games

pale - *adj.* light in color or lacking color

coat - *n.* an outer piece of clothing that can be long or short and that is worn to keep warm or dry

Predictions Guide (for teacher)

What the story tells me	What I predict will happen
<p>"I went to study at a famous school called Eton." (3)</p>	<p>He will cause problems for the students at the new school.</p>
<p>"He said that someone had asked to speak with me in another room." (5)</p>	<p>Someone has come to get revenge for a mean thing the narrator did.</p>
<p>"I gave all of my thought to plans for study at Oxford University." (8)</p>	<p>The mysterious person who found him at Eton will secretly follow him to Oxford.</p>
<p>"...and I added all forms of wrongdoing to the older ones already well-known at the university" (9)</p>	<p>He is going to get expelled from Oxford University.</p>
<p>The narrator's friends trusted him and thought of him as generous, since he gave gifts to everyone. (11)</p>	<p>He is going to run out of money.</p>
<p>"At first, with the gambler's usual skill, I let him take money from me." (13)</p>	<p>He is arrogant about his skills; he will probably start losing at the card game.</p>

What the story tells me	What I predict will happen
"Weak of mind and made weaker by wine, he should never have been allowed to play that night." (16)	Since Glendinning is drunk, the narrator is going to start cheating at the game.
The room suddenly went dark but the narrator could see that a man had entered. The man was the same height as the narrator and wearing a long coat. (17)	The man standing there is the same boy from his first school.
The mysterious man tells the other people in the room that the narrator is hiding something in his coat. (18)	The narrator is hiding extra cards in his coat. (That's how he keeps winning; he is cheating.)

Predictions Chart (for students)

What the story tells me	What I predict will happen

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About the CALLA Approach

This lesson is based on the CALLA approach. The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

A list of CALLA learning strategies follows. These strategies were researched by J. Michael O'Malley and Anna Uhl Chamot.

See a list of language learning strategies below.

METACOGNITIVE STRATEGIES

Plan / Organize

Before beginning a task:

Set goals.

Plan the task or content sequence.

Plan how to accomplish the task (choose strategies).

Preview a text.

Monitor / Identify Problems

While working on a task:

Check your progress on the task.

Check your comprehension as you use the language. Do you understand? If not, what is the problem?

Check your production as you use the language. Are you making sense? If not, what is the problem?

Evaluate

After completing a task:

Assess how well you have accomplished the learning task.

Assess how well you have used learning strategies.

Decide how effective the strategies were.

Identify changes you will make the next time you have a similar task to do.

Manage Your Own Learning

Determine how you learn best.

Arrange conditions that help you learn.

Look for Ways to Practice.

Focus your attention on the task.

TASK-BASED STRATEGIES - USE WHAT YOU KNOW

Use Background Knowledge

Think about and use what you already know to help you do the task.

Make associations between new information and your prior knowledge.

Use new information to clarify or modify your prior knowledge.

Make Inferences

Use context and what you know to figure out meaning.

Read and listen between the lines.

Go beyond the text to understand its meaning.

Make Predictions

Anticipate information to come.

Make logical guesses about what will happen in a written or oral text.

Make an estimate (math).

Make a hypothesis (science).

Personalize

Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.

Transfer / Use Cognates

Apply your linguistic knowledge of other languages (including your native language) to the target language.

Recognize cognates.

Substitute / Paraphrase

Use a synonym or descriptive phrase for unknown words or expressions.

TASK-BASED STRATEGIES - USE YOUR SENSES

Use Images

Use or create an actual or mental image to understand and/or represent information.

Use or draw a picture or diagram.

Use Sounds

Say or read aloud a word, sentence, or paragraph to help your understanding.

Sound out/vocalize.

Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.

Use Your Kinesthetic Sense

Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.

Use real objects to help you remember words, sentences, or content information.

TASK-BASED STRATEGIES - USE YOUR ORGANIZATIONAL SKILLS

Find/Apply Patterns

Apply a rule.

Make a rule.

Recognize and apply letter/sound, grammar, discourse, or register rules.

Identify patterns in literature (genre).

Identify patterns in math, science, and social studies.

Classify/Sequence

Categorize words or ideas according to attributes.

Classify living things; identify natural cycles.

Identify order and sequences in math, science, and social studies.

Sequence events in history.

Take Notes

Write down important words and ideas while listening or reading.

List ideas or words to include in speaking or writing.

Use Graphic Organizers

Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.

Summarize

Create a mental, oral, or written summary of information.

Use Selective Attention

Focus on specific information, structures, key words, phrases, or ideas.

TASK-BASED STRATEGIES - USE A VARIETY OF RESOURCES

Access Information Sources

Use the dictionary, the internet, and other reference materials.

Seek out and use sources of information.

Follow a model

Ask questions

Cooperate

Work with others to complete tasks, build confidence, and give and receive feedback.

Talk Yourself Through It (Self-Talk)

Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.