

THE FALL OF THE HOUSE OF USHER

PRESENTATION DE LA SEQUENCE

**TO WHAT EXTENT CAN ENVIRONNEMENT IMPACT US?
HOW DOES POE PLAY WITH OUR SENSES?**

THÉMATIQUE IMAGINAIRES

- Axe : les imaginaires effrayants

CLASSE : 1ÈRE LLCE

NIVEAU COMPÉTENCES : B1→B2

ACTIVITES LANGAGIERES DOMINANTES

- Compréhension écrite
- Expression orale



<https://www.epicreads.com/blog/gothic-fiction-books/>

ANCRAGE CULTUREL

- La littérature Gothique.
- Les auteurs célèbres du mouvement Gothique.
- Edgar Allan Poe " The master of the macabre".



<https://www.behance.net/gallery/44358589/The-Fall-of-the-House-of-Usher-by-Poe>

LES OBJECTIFS DE LA SEQUENCE

LEXIQUE

- Les figures de styles qui permettent l'écriture créative.
- La peur, l'effroi, le lugubre, les émotions intenses.

PHONOLOGIE

- [i], [i:], [ai], [ie]
- Intonation/ Rythme
- Prononciation/Accentuation du lexique rencontré

GRAMMAIRE

- Présent/Prétérit Simple
- Past Perfect
- La dérivation (suffixe/préfixe)

CULTURE

- Découvrir un genre littéraire : identifier les éléments typiques du genre à travers l'étude d'une nouvelle caractéristique du genre.
- Découvrir un auteur appartenant au patrimoine littéraire des USA.
- Connaître l'architecture gothique : les auteurs/les œuvres majeurs.

METHODOLOGIE

- How to tell you are reading a Gothic novel?
- Réaliser une interview.
- Rassembler des informations et les synthétiser (pour réaliser un audio tour).



Still from a short animated film by Raül Garçia,
Narrated by Christopher Lee.

EXEMPLES DE TÂCHES

EXEMPLE 1

GARDEN HIGH'S *got* **Talent**



Still from CRIMSON PEAK – by Guillermo del Toro – 2015

Garden High Drama Club wants to present an adaptation of the 2015 film "CRIMSON PEAK" for the next Goth Culture Festival. An audition is organized to select the two leading actors. To audition, you have to act out the conversation Edith is having with her newly-wed husband when she arrives at the castle. She shares her impressions and feelings about the house.

Your task:

1. Watch the video of the arrival scene. https://youtu.be/3d9pU_OGVVg
2. In pairs, prepare the dialogue and perform it in front of the jury.
3. As a jury member, you take notes of the performances and give the actors a brief feedback.

JURY FEEDBACK SHEET

Interacting	Name :
YOU SUCCEEDED IN	
<input type="checkbox"/> respecting the topic	
<input type="checkbox"/> speaking coherently	
<input type="checkbox"/> speaking loud enough to make yourself heard	
<input type="checkbox"/> pronouncing well enough to be understood	
<input type="checkbox"/> using a large range of words to create the mood and express your feelings	
<input type="checkbox"/> collaborating well, none of you dominated the other	
KEEP WORKING ON :	
<input type="checkbox"/> keeping focused on the topic	
<input type="checkbox"/> speaking loud enough so everyone in the audience can hear you	
<input type="checkbox"/> practicing saying lines	
<input type="checkbox"/> using vocabulary efficiently	

EXAMPLE 2

AUDIO TOUR



<https://www.houzz.com.au/hznb/photos/gothic-castle-in-the-blue-ridge-mountains-traditional-living-room-phvw-vp~3430261>

The POE MUSEUM in Richmond, Virginia is creating a virtual audio guide of the house of Usher. They launch a competition to select the best audio tour. As a fan of Gothic movie you and your team are taking the challenge.

Step one: Preparation

- Together make notes on the description of the hall. Use figures of speech (personification, simile, alliteration...).
- Include Gothic and Baroque elements to make your description scarier!
- Make notes on the feeling and impression you want to convey and decide on how to do so.

Step two: Writing

- Together write your description.

Step three: Recording

- Record your audio tour for next lesson. Browse the net to find Gothic Ambience (videos or audios) to make your audio tour scary.

MARK SCHEME

1. Assignment respected (audio tour)	1 point
2. Content: the setting, the hall, the stairs, a specific room	5 points
3. Intonation/pronunciation/rhythm	5 points
4. Specific vocabulary/figures of speech	5 points
5. Overall grammar	2 points
6. Original ideas	2 points
TOTAL	/20

EXEMPLE 3

FINAL TEST

PREPARING FOR THE TEST

Les élèves prennent connaissance du format de chaque évaluation puis s'inscrivent à l'une des deux. Le sujet complet leur sera présenté le jour de l'évaluation.

WRITING TEST: JK Rowling is searching for a new story. From an ordinary subject, write a gothic short story with the right codes. Be original and respect the structure of the short story. (max 350 words)

STUDENTS' NAMES:

SPEAKING TEST:

David Cameron needs new talents for his new film project. Send your voice over of an ordinary video. Make the story gothic using the codes and your voice. Be convincing. (max 2 min)

STUDENTS' NAMES:

SPEAKING TEST: David Cameron needs new talents for his new film project. Send an ordinary video with your voice over. Make the story gothic using the codes and your voice. Be convincing. (max 2 min)

SUBJECT 1: Murder on the Orient Express – Trailer

<https://youtu.be/Mq4m3yAoW8E>

SUBJECT 2: Little House on the Prairie– video

<https://www.youtube.com/watch?v=3oNYdaOmn3Q>

B1 : "Je peux aussiraconter une histoire fictive en détail".

B2: "Je peux aussi... imaginer et narrer un scénario en l' adaptant à un genre littéraire"

WRITING TEST: JK Rowling is searching for a new story. From an ordinary subject, write a gothic short story with the right codes. Choose ONE of the subjects. Be original. (max. 350 words)

SUBJECT 1: Martine Takes the Train

SUBJECT 2: Little House on the Prairie

B1: 'Je peux aussi...raconter une aventure fictive, décrire des réactions et sentiments des personnages'

B2: 'Je peux écrire des descriptions claires et détaillées sur une grande variété de sujets'.

<https://www.casterman.com/Jeunesse/Catalogue/martine-prend-le-train/9782203125469>



MARTINE AND HER FRIEND JOHN ARE ABOARD THE TRAIN. THEY ARE LEAVING THEIR PARENTS FOR THE FIRST TIME. 'EVERYTHING IS GONNA BE ALL RIGHT!' THEY TELL THE PARENTS AS THE TRAIN LEAVES....

SYNOPSIS:
THE TV SERIES RELATES THE STORY OF THE INGALLS, A PIONEER FAMILY WHO HAS COME TO SETTLE IN PLUM CREEK, MINNESOTA NEAR A VILLAGE CALLED WALNUT GROVE. THE 19TH CENTURY FARMERS EXPERIENCE DRAMATIC AND FUNNY ADVENTURES.



<https://www.lionsgate.com/shows/little-house-on-the-prairie/little-house-on-the-prairie-season-1>

First name: ----- Name: -----	THE FALL OF THE HOUSE OF USHER By Edgar Allan Poe	LLCE Year 1
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Issue: What makes the Fall of the House of Usher so terrifying? To what extent does Edgar Allan Poe play with our senses?

FINAL TEST
CRITERES DE REUSSITE

<i>SPEAKING TEST</i> <i>B1 : 'Je peux aussi...raconter une histoire fictive en détail.'</i> <i>B2 : 'Je peux aussi... imaginer et narrer un scenario en l' adaptant à un genre littéraire.'</i>	<i>WRITING TEST</i> <i>B1 : 'Je peux aussi...raconter une aventure fictive, décrire des réactions et sentiments des personnages.'</i> <i>B2 : 'Je peux écrire des descriptions claires et détaillées sur une grande variété de sujets.'</i>
J'ai mobilisé les codes du gothique. A <input type="checkbox"/> NA <input type="checkbox"/>	J'ai mobilisé les codes du gothique A <input type="checkbox"/> NA <input type="checkbox"/>
J'ai prononcé et accentué les mots porteurs de sens A <input type="checkbox"/> NA <input type="checkbox"/>	J'ai rédigé dans un anglais satisfaisant A <input type="checkbox"/> NA <input type="checkbox"/>
J'ai employé une intonation adéquate et un ton mystérieux A <input type="checkbox"/> NA <input type="checkbox"/>	J'ai employé des phrases complexes A <input type="checkbox"/> NA <input type="checkbox"/>
J'ai structuré mon histoire A <input type="checkbox"/> NA <input type="checkbox"/>	J'ai structuré mon histoire A <input type="checkbox"/> NA <input type="checkbox"/>
J'ai respecté la consigne A <input type="checkbox"/> NA <input type="checkbox"/>	J'ai respecté la consigne A <input type="checkbox"/> NA <input type="checkbox"/>
J'ai fait preuve d'originalité A <input type="checkbox"/> NA <input type="checkbox"/>	J'ai fait preuve d'originalité A <input type="checkbox"/> NA <input type="checkbox"/>
A atteint le niveau B2 <input type="checkbox"/>	A atteint le niveau B2 <input type="checkbox"/>
Se maintient dans le niveau B1 <input type="checkbox"/>	Se maintient dans le niveau B1 <input type="checkbox"/>

SÉQUENCE COLLABORATIVE : PASSAPE SEDYNE/PENTURE MAXAYN/CORANTIN JEDA