



GRADE 12

ELA CCGPS UNIT PLAN: 3rd 9 WEEKS

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS : Literary

THEME: Good and Evil in Literature

EXTENDED TEXT FROM BRITISH LITERATURE:

Frankenstein by Mary Shelley

SHORT TEXTS FROM BRITISH LITERATURE:

1. Milton's *Paradise Lost* (excerpts)
2. Lord of the Flies by William Golding (excerpts)
3. The Strange Case of Dr. Jekyll and Mr. Hyde by Robert L. Stevenson (excerpts)
4. Heart of Darkness by Joseph Conrad (excerpts)
5. *Man Was Made to Mourn: A Dirge*, 1785 poem by Robert Burns

SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM BRITISH HISTORY:

1. Charles I of England <http://www.british-civil-wars.co.uk/biog/charles1.htm>
2. The execution of Charles I of England <http://www.eyewitnesstohistory.com/pfcharles1.htm>
3. Martin Luther and the Protestant Reformation <http://www.hccfl.edu/media/173616/ee2luther.pdf>
4. A Vindication of the Rights of Woman <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/woman-c.html#CHAPTERXIII>

SUPPLEMENTAL MATERIALS:

<http://andromeda.rutgers.edu/~jlynch/Terms/epic.html>

<http://www.victorianweb.org/genre/epic2.html> (Phillip Allingham's *Notes of Heroic Poetry: The Primary and Secondary Epic*)

<http://www.paradiselost.org/5-summary.html>

<http://www.brysons.net/miltonweb/milton04.html>

<http://webpace.ship.edu/cgboer/jung.html>

<http://www.youtube.com> (*Paradise Lost*—preview prior to sharing with students)

<http://csmt.uchicago.edu/glossary2004/collectiveconsciousness.htm>

<http://www.literature.org/authors/milton-john/paradise-lost/chapter-01.html>

<http://students.cis.uab.edu/msuca/finalpaperindex.html>

<http://ic.galgroup.com/ic/suic/ReferenceDetailsPage/ReferenceDetailsWindow?displayGr...>

<http://www.english-e-corner.com/britishliterature/contents/workshop1/default.htm>

<http://knarf.english.upenn.edu/Themes/index.html>

<http://www.simplypsychology.org/naturevsnurture.html>

<http://www.homework-online.com/lotf>

WRITING FOCUS: Informative/Explanatory

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

1. Epic poems often reflect “periods of upheaval, of struggle and adventure (Allingham).” Research the historical context for Milton’s epic poem Paradise Lost. Explain how the poem reflects the “upheaval and struggle” of Milton’s England. Use textual evidence from your research and the poem to support your explanation. Be sure to cite your sources correctly within the essay and to include a Works Cited page if necessary.
2. Mary Shelley wrote Frankenstein during a time of industrialization, scientific discovery, and greater social awareness. One major theme that continues to keep the novel relevant today is the one that deals with the ethics of science and its role in a God-centered universe. Explain the theme in terms of contemporary medical ethics issues and support the statement that Frankenstein, the novel, continues to be relevant. Your essay should include cited textual evidence to support your thesis and assertions.
3. Research Sigmund Freud’s and Carl Jung’s views on the psychosis of evil and the human psyche. Using your knowledge obtained during your research, conduct a psychological analysis on one character or a group of characters in the novel Frankenstein and write a psychological criticism. Make sure your essay explains Freud’s and Jung’s views and uses textual evidence to support any assertions.
4. According to Saul McLeod the nature vs. nurture “debate within psychology is concerned with the extent to which particular aspects of behavior are a product of either inherited (i.e. genetic) or acquired (i.e. learned) characteristics (<http://www.simplypsychology.org/naturevsnurture.html>). Choose either the nature or the nurture school of thought and write an essay in support of your choice. Use textual evidence from at least three (3) of the literary texts included in this unit and three (3) informational texts to support your arguments and assertions. This essay must include a Works Cited page.

(UP TO TWO ADDITIONAL ANALYSIS PROMPTS PER UNIT AT INSTRUCTOR DISCRETION)

5. Choose one of the Frankenstein themes you traced during your reading of the novel. Develop a thesis statement based on the theme and write an informational/explanatory essay over the theme. Remember you must cite textual evidence in support of your assertions.
6. Research the universal theme *good vs. evil* as it relates to British literature and write a well-developed informational/explanatory essay over the topic. Make sure you cite textual evidence to support all assertions.

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. Write about a time you have tried to change a rule or correct an injustice. Make sure your narrative gives enough background information for the reader to become empathetic with your plight. In your narrative, use dialogue to express your arguments and the responses. Make sure you correctly punctuate your dialogue.
2. One major theme in Frankenstein is alienation. The monster felt completely alienated, alone, and misunderstood. Think of a time in your life when you may have experienced any one, or all, of these feelings and write about it. Make sure to include in your narrative the approach you took in handling the situation and what lesson you would like to share with readers. Remember not to “tell” us your story but write in such a way as to make us empathize with you and experience some of what you were feeling.

RESEARCH CONNECTION(S)

Jungian psychology/archetypes
 Freudian psychology
 Mary Shelley

Protestant Reformation

Charles I
 John Milton
 Nature vs. Nurture
 Themes in Frankenstein
 Mary Wollstonecraft and the rights of women
 Evil in British Literature
 Epic poetry

ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

Notes, summaries, process journals, and short responses across **all genres**

- Use the general characteristics of an epic poem to develop an outline of a modern-day epic
- Annotate and take notes from various texts
- Write responses to essential questions
- Write narrative essays

PLANS FOR ASSESSMENT 1: integrating reading selections from the unit into a writing task

1. Epic poems often reflect “periods of upheaval, of struggle and adventure (Allingham).” Research the historical context for Milton’s epic poem Paradise Lost. Explain how the poem reflects the “upheaval and struggle” of Milton’s England. Use textual evidence from your research and the poem to support your explanation. Be sure to cite your sources correctly within the essay and to include a Works Cited page if necessary.

SKILL BUILDING TASKS Note: tasks may take more than a single day.

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION:

Why should we define new vocabulary and use the definition in context ?

How is knowledge of the structure of an epic poem helpful in comprehension?

TASK: Introduce elements of epic poetry.

Standards:

- ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- ELACC11-12RI10: By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
(a). Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
(c). Consult general or specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, or its part of speech, or its etymology, or its standard usage.
- ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Introduce epic poetry by referencing *Beowulf*—ask students to think about the various characteristics—who were the characters, what type of language was used, how were the various settings described, etc?
- Ask students if any of them have watched the Brad Pitt movie *Troy*—it is based on an epic. Have those students—if you have any—use the same guiding questions above to discuss *Troy*.
- Explain to students that this nine-week unit is going to examine the theme of evil—symbolically, psychologically, vs. good, socially, etc.—in British Literature. The unit will open with a study of the quintessential story of good vs. evil: God vs. Satan and Satan’s attempt to overthrow God’s authority. The story is told in the famous epic poem *Paradise Lost* written by John Milton.
- Refer students to the opening of this lesson: the discussion of the characteristics of an epic. Give students a copy of the handout from <http://www.victorianweb.org/genre/epic2.html>. Students will use this handout throughout the next lessons. As they read the poem independently and in small groups, they will look for the elements of an epic.
- Have students choose any partner they wish to work with. The partners are to skim/scan the handout looking for any words they need to define and/or

discuss. They should underline the words and find a working definition of the word. Above each new word, students should insert the definition or re-write the sentence inserting the definition.

- Begin an *Epic Study Word Wall*. As a class, place words and definitions on the wall. (Since most teachers have more than one class working on this assignment, it may be that the students list words and definitions on the white board to begin with, and the teacher makes the words and places all student definitions around the word at a later date.)
- Call students' attention to general characteristic #4: "Primary epics seem generated by periods of upheaval, of struggle and adventure, such as the Trojan War for Homer's epics and the Moslem invasion of Europe in the *Song of Roland*." Tell students that Milton's epic is his response to upheaval of Charles I's reign in England. Give students copies of *The Execution of Charles I* found at <http://www.eyewitnesstohistory.com/pfcharles1.html> and *King Charles the First 1600-1649* found at <http://www.british-civil-wars.co.uk/biog/charles1.htm>. For homework, students are to read, take notes, and be prepared to discuss the handouts in class.
- **To close today's lesson have students answer the first essential question.

**** Assessment Opportunity**

Differentiation: For struggling and/or slower readers, use the epic handout at <http://andromeda.rutgers.edu/~jlynch/Terms/epic.html> for studying the elements of epic poetry. The homework assignment can be modified by having these students read only *The Execution of Charles I*.

ESSENTIAL QUESTION:

How has epic poetry shaped our perceptions of specific historical eras, events, people, etc.?

TASK: Model annotation and analysis of *Paradise Lost*

Standards:

- ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).
- ELACC11-12RI10: By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
(a). Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
(c). Consult general or specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, or its part of speech, or its etymology, or its standard usage.
- ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- **Ask students to take out their notes over and/or annotated texts of *The Execution of Charles I* and *Charles the First 1600-1649* and do the following:
 1. Write a brief summary (no more than 50 words) of each handout.
 2. Write a prediction regarding the "upheaval and struggles" that may be figuratively represented in *Paradise Lost*.
 3. Have students turn these in when they finish.
- Read the essential question to the students. Ask students to discuss with one another their answers to the EQ. (Note: This question will be answered more specifically using *Paradise Lost* once the poem has been read.)
- Show *Scenes from Milton's Paradise Lost, Part I* found at <http://www.youtube.com> as your opening for the poem. It lasts a little over five minutes and is

very well done. The music and visuals are beautiful.

- Give students a copy (or if your textbook has a copy use it) of “Book One” of *Paradise Lost*. You are going to model how to annotate the poem. Tell students they will use PostIt® Notes if they are reading the textbook version. If they are using a copy of the poem, they can write on the copy. You are going to model the following: location and documentation of the elements of epics; characters and character analysis; vocabulary development; plot development with attention to conflicts and cause/effect. As you find examples of these in the poem, annotate your copy and have the students do the same with their copies. They will then use their copies as exemplars for their independent and/or group work. Be sure you include a discussion of *allusions* and *epic metaphors* in your modeling.

NOTE: USE THE AMERICAN LECTURE FORMAT FOR YOUR MODELING. THE AMERICAN LECTURE REQUIRES SIX TO SEVEN MINUTES OF LECTURE/MODEL. AT THE END OF THE TIME, THE TEACHER STOPS AND DOES THE FOLLOWING: DISCUSSES THE FOCUS OF THE LECTURE/MODEL SESSION, ALLOWS STUDENTS TO PAIR SHARE WHAT’S BEEN TAUGHT/DISCUSSED ALREADY, CLEARS UP MISCONCEPTIONS, ANSWERS QUESTIONS, ETC. THIS PATTERN IS REPEATED UNTIL PASSAGE HAS BEEN ANNOTATED.

- **Closure: 3-2-1:

Ask students to list three elements of an epic, give two characters from the poem, and name one major conflict from Book 1 of the poem.

****Assessment Opportunity**

ESSENTIAL QUESTION

How do I annotate a piece of text?

TASK: Model annotation and analysis of *Paradise Lost*

Standards:

- ELACC11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively as well as in words in order to address a question.
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- **Ask students to take out their notes over and/or annotated texts of *The Execution of Charles I* and *Charles the First 1600-1649* and do the following:
 1. Write a brief summary (no more than 50 words) of each handout.
 2. Write a prediction regarding the “upheaval and struggles” that may be figuratively represented in *Paradise Lost*.
 3. Have students turn these in when they finish.
- Read the essential question to the students. Ask students to discuss with one another their answers to the EQ. (Note: This question will be answered more specifically using *Paradise Lost* once the poem has been read.)
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- **Closure: 3-2-1:

Ask students to list three elements of an epic, give two characters from the poem, and name one major conflict from Book 1 of the poem.

****Assessment Opportunity**

ESSENTIAL QUESTION

How has epic poetry shaped our perceptions of specific historical eras, events, people, etc.?

TASK: Form groups and begin work on *Paradise Lost* presentation

Standards:

- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- ELACC11-12RL10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12SL1: initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas or conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Instruction:

- Read the essential question to the class. Ask students to share their answers with a partner. Have several pairs share with the whole class.
- Finish modeling Book I if necessary.
- Tell students it will be their responsibility to read the remainder of the poem in small groups. There are 12 total books in the poem.
- Form six groups. Five groups will do two books (e.g., Books 2/3; Books 4/5; Books 6/7, etc.) and one group will do Book 12. Each group should have the following roles assigned to its members: character caretaker; plot plotter; vocabulary vocalist; theme tracer; epic exemplar. Character caretaker—keeps up with characters determining motivations, character traits, etc. and citing specific textual evidence to support assertions. Plot plotter—maintains a record of the plot development, chain of events, and/or conflicts citing specific textual evidence to support assertions. Vocabulary vocalist—makes a running list of all new vocabulary, finds definitions, and helps clarify text by inserting definitions into the text for clarification and comprehension purposes. Theme tracer—identifies major themes as they are developed citing specific textual evidence to support assertions. Epic exemplar—finds textual evidence and examples of the general characteristics of an epic poem.
- Once the groups are formed, either use a presentation rubric already developed or have students develop one.
- Tell the groups they are to read the Books assigned to them. As a group, they are to develop a “visual” presentation of each Book. The visual will need to be one that can be posted on the wall. Each group will have 10 to 15 minutes to share their information about their Book to the entire class. This way

the students will have a summary of the entire poem without reading the entire poem. Students may use any interpretations of the poem to help them gain understanding; however, whatever version you choose for them to read, is the version they must use with the whole class.

- To help students with this assignment, give them the following website: <http://www.paradiselost.org/5-summary.html>. This site provides the “Arguments” Milton wrote for each book. The *Arguments* are Milton’s summaries for each book.
- Allow students to work in their groups.
- In closing take a status of the groups—what problems are they encountering; what do you need to do to facilitate;

Homework: Groups should decide how much of the poem to read independently. Students should continue to take notes for their specific role and be prepared to share during the next day’s work time.

NOTE: Groups should have a minimum of two full days of class time to work on this task.

ESSENTIAL QUESTION

How does group discussion and participation aid in comprehension?

TASK: Groups continue to work on presentation

Standards:

- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- ELACC11-12RL10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12SL1: initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - e. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - f. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - g. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas or conclusions; and promote divergent and creative perspectives.
 - h. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Instruction:

- **Ask students to take out their annotated versions of the book(s) they are working on. Each student is to write his/her role on the sheet of paper. Then, they are to give five examples of the textual evidence they have annotated for their role.
- Review the presentation rubric and clarify questions and/or concerns. Now that students have begun working on the presentation ask if they would like

to edit/revise the rubric. Edit/revise as necessary.

- Closure: Take a status of the groups. Set deadline for presentations—one more full day of class.

NOTE: Teacher should circulate from group to group checking for understanding and guiding the process.

Homework: Groups should decide how much of the poem to read independently. Students should continue to take notes for their specific role and be prepared to share during the next day's work time.

****Assessment Opportunity**

ESSENTIAL QUESTION

How do I prepare for a one-on-one or small group conference with my teacher?

TASK: Groups continue to work

Teacher meets with each group to facilitate learning

Standards:

- ELACC11-12SL1: initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas or conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELACCC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Instruction:

- Allow students to meet with a partner to debrief homework assignments.
- As a whole group, expand Epic Poem Word Wall allowing vocabulary vocalists from each group to share new words and definitions. Add the words and definitions to the wall. (NOTE: As the day progresses, many of the words will already be posted; however, any new words should be added and any new/different definitions should, also, be discussed and added.)
- Model for students your expectations of them when they come to a conference with you—(i.e. prepared list of questions or concerns, notes open and ready, pencil/pens ready, etc.)
- Meet with each group and or student. During your meeting with groups, discuss allusions. Ask students to share examples from their specific books.
- ****Closure:** Students are to take the words posted on the word wall and place them into categories. Each category needs to have a title. Students need to explain why they chose their titles. This is independent work.

****Assessment Opportunity**

ESSENTIAL QUESTION

How do I take and organize notes when listening to an oral presentation?

TASK: Groups present

Teacher models note-taking strategies.

Standards:

- ELACC11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution.)
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Instruction:

- Model for students methods for taking notes during the presentations—headings might be Characters, Themes, Epic Elements, Plot Development, and Vocabulary
- Have groups present. After each presentation, have a debriefing where students give feedback to the presenters. The feedback might be in the form of Three Stars (three positive statements) and a Wish (one statement about what might have made the presentation better).
- Groups present—remember all visuals are to be placed on the Epic Wall—notes and important facts should also be placed on the wall. Students will use the wall as a large, visual graphic organizer to help them with the writing assessment part of this unit.
- ****Students should reflect on the following essential question: How does group discussion and participation aid in comprehension?**

Homework: ****Write about a time you have tried to change a rule or correct an injustice. Make sure your narrative gives enough background information for the reader to become empathetic with your plight. In your narrative, use dialogue to express your arguments and the responses. Make sure you correctly punctuate your dialogue. (Note: Give students narrative writing rubric to use as a guideline for this assignment.)**

****Assessment Opportunity**

ESSENTIAL QUESTION

Why is it important to correctly cite textual evidence?

TASK: Begin writing informational/explanatory essay

Teacher reminds students the importance of citing references and not plagiarizing

Standards:

- ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphic (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and object tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on address what is most significant for a specific purpose and audience. (Editing standards 1-3 above).
- ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).

Instruction:

- Ask students to turn in their narrative essays.
- Read the assessment task: **Epic poems often reflect “periods of upheaval, of struggle and adventure (Allingham).” Research the historical context for Milton’s epic poem Paradise Lost. Explain how the poem reflects the “upheaval and struggle” of Milton’s England. Use textual evidence from your research and the poem to support your explanation. Be sure to cite your sources correctly within the essay and to include a Works Cited page if necessary.**
- Tell students they are going to begin working on their informational task. Make sure they understand what they are being asked to do.
- Share the following website with students: <http://www.brysons.net/miltonweb/milton04.html> Students may choose to use this site or find their own. This is an appropriate time to discuss valid and reliable sites vs. student-produced or “weak” sites and plagiarizing.
- Establish “experts” for editing—Mechanics/usage experts; content experts; citation experts; etc. Students need to know who these experts are and use these experts to help with revision/editing as needed.
- Give students time in class to begin writing their essays. Remind students to use the Epic Word Wall to find and use language of the standard and new words pertinent to the assignment.
- Closure: Take a status of the class—who needs clarification, etc. Ask several students to share their thesis statements or opening paragraphs, or interesting sentence or example of correctly used citations.

Homework: Continue to work on essay at home.

Differentiation: For struggling students, conference with them during the process. Checking each paragraph as it is written may help keep their writing focused and mechanics/usage problems to a minimum.

ESSENTIAL QUESTION

Why is revising and editing essential in the writing process?

TASK: Revise and edit essays

Standards:

- ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphic (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and object tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on address what is most significant for a specific purpose and audience. (Editing standards 1-3 above).
- ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).

Instruction:

- Give each student, or groups of students, packets of six different colored highlighters or colored pencils. Using an informational/explanatory exemplar from Appendix C of the Common Core Standards, color code each element of the ELACC11-12W2 standard (i.e., red for (a); blue for (b), etc., etc., etc.). As you locate examples of the element in the exemplar underline it in the corresponding color. Some examples will have more than one color. Show students how "colorful" their own papers should be. If their papers are missing a particular color (element), then they should make revisions in the paper to include the missing elements.
- Allow students time to color-code their papers and revise accordingly.
- Closure: Have students find a partner. Each partner reads the other's essay looking for misspelled words, usage problems, and punctuation/capitalization problems.

Homework: Complete writing assignment.

ESSENTIAL QUESTION:

How do I graphically organize/develop an idea.

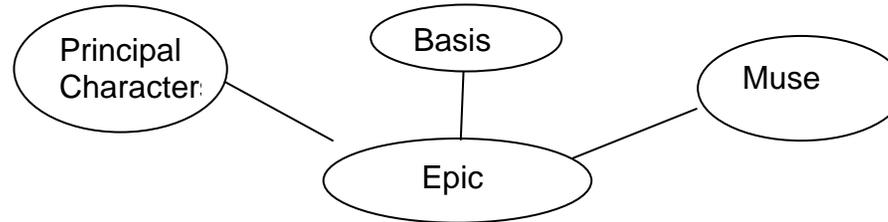
TASK: Students will use the characteristics of an epic to graphically represent a modern day epic.

Standards:

Instruction:

- **Have students turn in informational/explanatory essay.
- **Using their elements/characteristics of an epic handout, have students to take a contemporary event and develop the graphic organizer they would

use if they were going to write an epic. See possible example: Note: Students may choose any graphic representation.



All characteristics should be included.

****Assessment Opportunity**

PLANS FOR ASSESSMENT 2: *integrating reading selections from the unit into a writing task*

7. **Mary Shelley wrote Frankenstein during a time of industrialization, scientific discovery, and greater social awareness. One major theme that continues to keep the novel relevant today is the one that deals with the ethics of science and its role in a God-centered universe. Explain the theme in terms of contemporary medical ethic issues and support the statement that Frankenstein, the novel, continues to be relevant. Your essay should include cited textual evidence to support your thesis and assertions.**

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION

How does background knowledge help us interpret and understand literary text?

TASK: Introduce the novel Frankenstein

Standards:

- ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searchers effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. apply grades 11-12 Reading standards to literature
 - b. apply grades 11-12 Reading standards to literary nonfiction
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12SL1: initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - e. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- f. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - g. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas or conclusions; and promote divergent and creative perspectives.
 - h. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Instruction:

- Begin the Frankenstein study with a reference to the overall theme “Evil, a universal theme of good vs. evil, psychological aspects in literary characters, and sociological impacts, and its role in British literature.” Using students’ *Paradise Lost* information wall discuss the unit theme. Tell students they will continue identifying the above aspects of “evil” in all the other pieces of literature read in this unit.
- To gain background knowledge students will conduct a Frankenstein Webquest prior to the onset of reading the novel. ***There are several great webquest included in this unit. Some are more difficult than others. The following list includes four very interesting ones. Review each and decide which would be best for each class you teach.***

<http://www.huffenenglish.com/webquests/frankenstein/Home.html>

<http://www.zunal.com/process.php?w=12356>

http://www.angelfire.com/nc2/mrwaselko/frankenstein_webqest.htm

http://www.angelfire.com/jazz/mrschmidt/frankenstein_webquest.htm

- In a whole class discussion, review the webquest instructions and grading rubrics to ensure that all students understand the assignment.
- Allow students to choose their webquest groups and begin work.
- **To close today’s lesson, have students write their own quick response to the units theme.

Homework: Ask students to think of a recent trip they took or a trip they plan to take in the future (this can be completely fictional if they wish). They are to write a one-page e-mail entry, blog, letter or other message to a friend or family member describing the trip and their preparation for the trip.

**** Assessment Opportunity**

ESSENTIAL QUESTION

How does re-reading help with comprehension?

TASK: Work on webquest and present findings.

Standards:

- ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - j. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - k. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas or conclusions; and promote divergent and creative perspectives.
 - l. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete

the task.

- ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among the ideas, word choice, points of emphasis, and tone used.

Instruction:

- Allow students to discuss the essential question with a partner. Have several pairs share with other pairs.
- Students present their webquest findings while others take notes.
- Make sure students have clear understanding of the purpose for conducting the webquest: to gain background knowledge for better comprehension and insight into assessment tasks.
- Once the webquest is done, ask students to volunteer reading their homework assignments. As students read their letters, memos, e-mails, etc., ask the audience to give feedback using the language of the writing standards. Collect homework assignment.
- Explain that the purpose of the homework was to set-up the opening of the novel Frankenstein. Tell students that since the novel was written almost 200 years ago, the diction and syntax are not the same and will be more difficult to read. Model reading and re-reading using several paragraphs in the first letter. Underline examples of the formality of the letter as is evidenced by the word choice and sentences. Using the following guidelines:
 - a. sentence structures: compound, complex, simple, use of dependent clauses, interruptions
 - b. sentence types: interrogatives, declaratives, imperatives, exclamatory
 - c. new vocabulary used in context
- **To close give students a paragraph from one of the opening letters and have them find examples of sentence structure, sentence types and vocabulary.

Homework: Students are to read the introduction letters and write a summary for each letter.

****Assessment Opportunity**

ESSENTIAL QUESTION

Why was the Prometheus myth a fitting allusion for Shelley's novel?

TASK: Read the Prometheus myth and examine some of the major themes associated with the novel.

Standards:

- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Instruction:

- Open today's lesson with a read aloud of the Prometheus Myth. There are also several youtube presentations that could be shared. Preview these ahead of time because sometimes inappropriate postings are included in the selections.
- Give students the handout "Major Themes in *Frankenstein*" (<http://knarf.english.upenn.edu/Themes/index.html>). Explain to them that they need to read these and choose two or three that interest them. As they read, they should pull quotes and citations supporting the themes.
- Students should read Chapter 1 in class. As they read ask them to develop a list of adjectives that describe the Frankenstein "household" and its inhabitants. For each adjective they should pull a minimum of two citations that support their adjective choice. They should be prepared to share these prior to leaving.
- In closing, have students share with one another their adjectives and citations. Collect these as an exit pass.

Homework: Students are to read chapters 2 -4 for homework. Remind them to begin taking notes over their chosen themes so they will be better prepared for future writing assignments.

ESSENTIAL QUESTION

- **How do you analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**

TASK: Students analyze the impact of the author’s choices

Standards:

- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELAcc11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band independently and proficiently.

Instruction:

- ****Have students take out their notes over their homework reading assignment, list the themes they’ve chosen, and give examples of textual evidence they’ve pulled. Collect their papers.**
- Using the homework reading assignment, lead students in direct instruction over the essential question. A discussion of the narrator and his reliability might be appropriate at this time.
- ****Have students work with a partner and choose one of the following to do: create a graphic organizer showing the plot development so far; create a cause/effect graphic organizer explaining Victor’s decisions, create a bubble map characterization study of Victor, Elizabeth, Clerval, Dr.Waldman**
- Once students complete their own graphic organizers have them find another person from each of the other graphic organizer pairs and discuss findings.
- ****To close have students fill in the following: Today’s lessons helped me better understand _____; however, I still would like the following theme, idea, and/or concept clarified _____. Collect these.**

Homework: Students are to read chapters 5-7 for homework. Tell students that chapter 5 is a pivotal one for the book.

****Assessment Opportunity**

ESSENTIAL QUESTION

How can discussion of and response to specific textual quotes help us clarify our understanding of complex text?

TASK:

Respond to specific texts and discuss plot development

Standards:

- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - g) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphic (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - h) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - i) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - j) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - k) Establish and maintain a formal style and object tone while attending to the norms and conventions of the discipline in which they are writing.
 - l) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELACCI1-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - (b) spell correctly
 - (c) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- ****Place the following quotes on the board. Have students choose one to write a brief response. The response should include how the quote relates to one of the novel's themes:**
 - a. "They penetrate into the recesses of nature, and show how she works in her hiding places. They ascend into the heavens: they have discovered how the blood circulates, and the nature of the air we breathe. They have acquired new and almost unlimited powers; they can command the thunders of heaven, mimic the earthquake, and even mock the invisible world with its own shadows."
 - b. "I beheld the wretch—the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, seemingly to detain me, but I escaped, and rushed down stairs."
- One theme that comes out of this novel is the idea of the "monster." After reading this much of the book, have the students discuss that idea as it pertains to Frankenstein. Who is really the monster???
- Discuss foreshadowing with the students. Ask them to make some predictions based on foreshadowing. List the predictions so the class can refer to them later.
- Have students create a comparison between Elizabeth's life and Justine's life. Why is Justine's plight so tragic?
- Read the assessment task to the students: ***Mary Shelley wrote Frankenstein during a time of industrialization, scientific discovery, and greater social awareness. One major theme that continues to keep the novel relevant today is the one that deals with the ethics of science and its role in a God-centered universe. Explain the theme in terms of contemporary medical ethics issues and support the statement that Frankenstein, the novel, continues to be relevant. Your essay should include cited textual evidence to support your thesis and assertions.***
Tell students that they are to begin brainstorming their essay.

Homework: Begin brainstorming essay response to the assessment task.

****Assessment Opportunity**

ESSENTIAL QUESTION

How do we use our notes and textual evidence to develop a thesis and write an essay?

TASK: Brainstorm and write an essay.

Standards:

- ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphic (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - m) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - n) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - o) Establish and maintain a formal style and object tone while attending to the norms and conventions of the discipline in which they are writing.
 - p) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELACCI1-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - (b) spell correctly
 - (c) produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- Review informational/explanatory writing standards and rubric. Make sure students understand the assignment and the grading rubric.
- Allow students to work on their essays during class.
- Students should have other students help them with revision and editing.
- Teacher should conduct one-on-one writing conferences and or small group writing conferences.

Homework: Students complete the writing assignment.

ESSENTIAL QUESTION**Why is characterization important to plot development?****TASK: Study Shelley's characterizations.**

Standards:

- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band independently and proficiently.

Instruction:

- ****Collect the essays. Ask several students to share their essays. Ask students to give feedback.**

- Review methods of characterization: dialogue; character's thoughts and actions; direct author statements; other characters' reaction to and comments about the character.
- Discuss the character of Victor Frankenstein. Have students compare the Victor of the first four chapters in the book with the Victor of chapters 5-8. What events have occurred in the character's life? How has the character changed?
- Discuss the use of circumstantial evidence to convict Justine.
- **In closing ask students to write a response to the following statement: Justine is a more noble character than Victor Frankenstein. The responses should qualify, refute, or support the statement.

Homework: Students are to read chapters 8-10 continuing to take notes and citing textual evidence over their chosen themes.

****Assessment Opportunity**

ESSENTIAL QUESTION

How do we examine and analyze point of view and irony?

TASK:

Examine the use of point of view and irony in Frankenstein.

Standards:

- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- ELACC11-12RL3: Analyze the impact of author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).
- ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussion (one-on-one, I groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Instruction:

- **Ask students to write a brief summary of chapters 8-10 highlighting only 5 major events that developed the plot. They are to explain their answers. Collect the summaries.
- Provide direct instruction over the various types of irony—dramatic, verbal, situational. Share several of these from the text. There is a wonderful example of verbal irony in Chapter IX—Elizabeth's conversation with Victor regarding Justin Moritz—"When I reflect, my dear cousin"...
- Have students find examples of all three types. The entire Justine Moritz trial and conviction are riddled with examples—just to name a few.
- In whole group discussion, students should share examples of irony. Place three pieces of chart paper on the wall. Label one Dramatic Irony; one Situational Irony; one Verbal Irony. As students share their examples, write the examples on the corresponding chart paper.
- **To close, ask students to give their personal definitions of the three types of irony taught in today's lesson.

Homework: Read chapters 11-13 and continue to cite textual evidence supporting their theme choices.

****Assessment Opportunity**

ESSENTIAL QUESTION

Why is important to trace commonalities between and/or among several literary texts.

TASK: Compare/contrast Satan from *Paradise Lost* and the monster in Frankenstein

Standards:

- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- ELACC11-12RL3: Analyze the impact of author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELACC11-12W9: Draw evidence from literary or information texts to support analysis, reflection, and research.
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Refer students to their previous study of *Paradise Lost—Book 1*—information should still hang on wall.
- Students may work alone or with a partner for this activity. They are going to compare Satan and Frankenstein's monster. Students must use cited textual evidence in their comparisons.
- Once they create a comparison graphic organizer which contains cited, textual evidence, they are to answer the following question in a short one to two page essay: How are Milton's Satan's and Shelley's "monster's" experiences similar? Different?
- Have students answer EQ as a ticket-out-the-door.

Homework: Finish essay for homework.

ESSENTIAL QUESTION

Why is it important to trace commonalities between and/or among several literary texts.

TASK:

Present essays.

Standards:

- ELACC11-12W9: Draw evidence from literary or information texts to support analysis, reflection, and research.
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Allow students to group themselves into groups of four.
- Each student in each group must read his/her paper to the group. Using a grading rubric, students are to evaluate one another's papers. Each group must choose one paper they believe is worthy of being presented to the entire class.
- Chosen student papers are read to the entire class.

Homework: Students read 14-16 for homework.

PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

Research Sigmund Freud’s and Carl Jung’s views on the psychosis of evil and the human psyche. Using your knowledge obtained through your research, conduct a psychological analysis on one character or a group of characters in the novel Frankenstein and write a psychological criticism. Make sure your essay explains Freud’s and Jung’s views and uses textual evidence to support any assertions.

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION

How can an understanding of the psychology of literary characters help us gain a better understanding of humans?

TASK:

Research and take notes over Freudian and Jungian Psychology

Standards:

- ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigations.
- ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Instruction:

- Place the following words on the board and ask students to brainstorm all concepts, words, ideas, etc., they can associate with the words. Sigmund Freud; Carl G. Jung; Collective unconscious; id, ego, superego; shadow; persona; anima/animus; individuation; self-actualization
- Read the essential question.
- Prior to allowing students to work on their own, you might want to show to quick *youtube* videos over Jung and Freud. The videos are no longer than six minutes each and do offer some background knowledge. The *youtube* video for Jung is entitled Jung by the headlessprofessor. The *youtube* video for Freud is entitled Id, Ego, Superego.
- Give students handouts from <http://www.webspaceship.edu/cgboer/jung.html>. This will get them started on their search for information.
- Allow students to begin their research. At the end of their research, students should have better definitions for and understandings of the words on the board.

Homework: Students are to read chapters 17-20 and continue to take notes and collect textual evidence over their chosen themes.

ESSENTIAL QUESTION

How can an understanding the psychology of literary characters help us gain a better understanding of human nature?

TASK:

Discuss homework and apply Freudian/Jungian psychology notes

Standards:

- ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigations.
- ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - (c). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

Instruction:

- Ask students to write a summary of their research over Freud and Jung.
- Allow students to complete research if more time is needed.
- As a class, develop a sequence of events for the monster from the time Victor left him alone until he meets Victor in Geneva.
- In small groups, have students discuss their Freudian/Jungian research as it relates to the novel.
- **In closing have students use their research notes to define and/or explain the following: Sigmund Freud; Carl G. Jung; collective unconscious; id, ego, superego; shadow; persona; anima/animus; individuation; self-actualization

Homework: Read chapters 21-24 and continue to take notes and collect textual evidence over their chosen themes.

****Assessment Opportunity**

ESSENTIAL QUESTION

How does setting help to develop and/or enhance a story's plot?

TASK:

Examine Frankenstein's settings

Standards:

- ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Instruction:

- Ask students to make a list of at least five different settings used in the novel.
- Lead students in a discussion over the importance of the settings and reasons why Shelley may have chosen them. Ask students if they see any psychological connections between the settings and the characters.
- **Ask students to write a brief response to the following question: Who is the real monster in Shelley's Frankenstein?

****Assessment Opportunity**

ESSENTIAL QUESTION

How can the elements—characters, plot, setting, theme, and point of view—be created visually through a variety of media?

TASK: Create a re-telling of the story of Frankenstein using a variety of media.

Standards:

- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instruction:

- Share the following website with students. This site has many, many free animation programs that allow students to create dynamic, fun, interesting presentations. Allow students to find their own “free” program from the many selections provided.
- With student input, create a presentation rubric
- Students are to write and create a maximum five-minute animation or other visual summary of the entire story of Frankenstein.
- Take a status of the class and check on student progress.

ESSENTIAL QUESTION

How can re-telling a story in a condensed version help determine theme.

TASK:

Present animated story re-tellings

Standards:

- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instruction:

- Use a computer lab or have several computers set up around the room. Have students responsible for evaluating at least 5 different presentations.
- Students are to give written feedback for all presentations they assess.
- Ask students to rate the activity between 1 and 10. One being irrelevant/boring to ten being extremely helpful/extremely engaging. Ask for ways to improve the activity.

ESSENTIAL QUESTION

Why is preplanning and organizing important in writing an essay?

TASK: Write response to assessment task number 3.

Standards:

- ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among

complex ideas and concepts.

- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
 - ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigations.

Instruction:

- Read the assessment task to the class: **Research Sigmund Freud's and Carl Jung's views on the psychosis of evil and the human psyche. Using your research conduct a psychological analysis on one character or a group of characters in the novel Frankenstein and write a psychological criticism. Make sure your essay explains Freud's and Jung's views and uses textual evidence to support any assertions.**
- Review the process used in psychological criticism.
- Show students how to develop a formal outline as a means of organizing their writing. (NOTE: Students do not have to use an outline; however, knowing how to develop and use an outline may helpful for those students who have a difficult organizing and maintaining their focus).
- Review grading rubric for the essay.
- Have students pull their notes and handouts over Freudian and Jungian psychology. Students need to develop their thesis statements based on the question and begin pre-planning and brainstorming their papers.
- Allow students to share their pre-planning with another student or small group of students. Students should use the rubric when discussing the papers.

Homework: Begin writing rough draft of paper. Be prepared to use rough draft in a peer-editing group during next lesson.

ESSENTIAL QUESTION

How do I vary syntax for effect

TASK:

Peer-edit and revise essay to ensure sentence variety.

Standards:

- ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing

what is most significant for specific purpose and audience.

- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Lead students in whole class direct instruction and/or discussion of sentence variety and structure. Model using exemplars how to vary syntax. Be sure you include a discussion formal vs. informal language and structure.
- Have student work with one or two other students to peer-edit and revise their essays. Students should color code the various possible sentences they could use in their papers: compound, complex, compound-complex, simple, parallel, balanced, loose, periodic, etc. Then in their own papers, or their peer-editing partner, they should underline examples of the sentences using the corresponding colors. If papers tend to be filled with one-specific color, then the paper needs revising to include more sentence variety.
- Students revise and edit papers.

Homework: Students complete essays at home.

ESSENTIAL QUESTION

Why do we publish and share our writing?

TASK:

Publish and share essays.

Standards:

- ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Instruction:

- Make sure students understand how to cite references and quotations within a text.
- Allow students to make any small revisions/edits and to publish their work.
- Ask for volunteers to read their papers in class. Take advantage of any teachable moments with the papers (i.e., discussing particularly nice thesis statements, great sentences, logical organization, etc). Make sure comments are connected to standards.
- ****Collect papers**
- ****Students are to complete the following as their TOTD: What was the easiest part of the paper? What was the most difficult? Which aspect of our Frankenstein study helped most with comprehension? What would you change about our study of Frankenstein?**

Homework: Have students write two/three questions over the units theme. The questions will be submitted as possible guiding questions for a Socratic Seminar.

ESSENTIAL QUESTION

How does our study of Frankenstein help us better understand the units theme of evil, as a universal theme of good vs. evil, psychological aspects

in literary characters, and sociological impacts?

TASK:

Ask students to participate in a Socratic Seminar format have students will discuss the theme as it relates to Frankenstein.

Standards:

- ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue, clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Instruction:

- Explain the process of a Socratic Seminar. One example is provided at depts.washington.edu/ctlstaf/example_portfolios/.../127608.do. There are other sites with Socratic Seminar example.
- Collect student homework questions
- Review possible questions related to the unit theme that may be used as guides—these come from the student's homework-generated questions.
- Conduct the Seminar

ESSENTIAL QUESTION

Why is it important to make personal connections with literature?

TASK:

Write a narrative based upon Frankenstein.

Standards:

- ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- ****Give students the narrative prompt and have them write a response. Prompt: One major theme in *Frankenstein* is alienation. The monster felt completely alienated, alone, and misunderstood. Think of a time in your life when you may have experienced any one, or all, of these feelings and write about it. Make sure to include in your narrative the approach you took in handling the situation and what lesson you would like to share with readers. Remember not to “tell” us your story but write in such a way as to make us empathize with you and experience some of what you were feeling.**
- **Collect papers**

****Assessment Opportunity**

PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

4. **According to Saul McLeod the nature vs. nurture “debate within psychology is concerned with the extent to which particular aspects of behavior are a product of either inherited (i.e. genetic) or acquired (i.e. learned) characteristics (<http://www.simlpypsychology.org/naturevsnurture.html>). Choose either the nature or the nurture school of thought and write an essay in support of your choice. Use textual evidence from at least three (3) of the literary text included in this unit and three (3) informational texts to support your arguments and assertions. This essay must include a Works Cited page.**

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION

How do I write an extended essay (term paper) which includes a Works Cited page.

TASK:

Begin brainstorming and discussing the steps in writing a term paper (extended essay)

Standards:

- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigations.
- ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELACC11-12RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Instruction:

- For the purposes of this lesson, the MLA Style formatting is being used; however, if your school system requires a different formatting style, simply substitute.
- Give students the handout from <http://jazz.setonhill.edu/writing/academic1/mla-style-papers/>
- Break students into five groups. Each group will become experts on one of the following: Document settings; page headers; title block; citations; Works Cited List.
- Give groups from 10 to 15 minutes to become familiar with their topics. At the end of the time, one expert from each group will form a new group and

share their information.

- In whole class ask students to discuss how this essay will be different from their other essays.

Homework: Ask students to begin pulling information on the nature vs. nurture topic.

ESSENTIAL QUESTION

How do I write an extended essay (term paper) which includes a Works Cited page?

TASK:

Begin process of researching and independent reading

Standards:

- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigations.
- ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELACC11-12RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Instruction:

- Give students a copy of the handout *Nature Nurture in Psychology*.
- Model note-taking and annotating of text. Make sure students understand the prompt and how to pull quotes as support. Also show students what information they'll need to cite in order to properly document sources.
- Give students the list of other texts that may be used in this essay: The Strange Case of Dr. Jekyll and Mr. Hyde, The Lord of the Flies, and The Heart of Darkness. Students should understand that they are not going to be required to read any of these novels in their entirety unless they choose to; however, they will need to research chapter summaries to determine which chapters they may need to read to gather evidence for their essay. They may also read critical essays about the books to help them.
- Allow students to begin their research.
- Take a status of the class. Have students write whether they are committing to Nature or Nurture school of thought. They should give a brief summary of why they chose one side over the other.

Homework: Continue research.

ESSENTIAL QUESTION

How do I correctly cite references within my paper and on a work cited page?

TASK:

Work on proper documentation

Standards:

- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigations.
- ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELACC11-12RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as

in words in order to address a question or solve a problem.

Instruction:

- Give students a list with literary works, critical essays, internet documents, movies/videos, reference materials.
- Allow students to use their style notes to create a Works Cited page with the materials on the list.
- Students may get with one or two other students and check their work.
- **Collect work when finished.
- Allow students to continue research for essay.
- Tell students they will three more days of class to conduct research. After that, they must begin writing paper.

Homework: Students should read excerpts from unit's literary text and/or work on research at home.

ESSENTIAL QUESTION

How do I know my work meets and/or exceeds expectations?

TASK:

Review grading rubric for essay.

Standards:

- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigations.
- ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELACC11-12RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Instruction:

- Review grading rubric for this essay with students.
- Students should develop an organization graphic organizer. The organizer should include their thesis, arguments, supporting statements for the arguments, and textual evidence for the supporting statements.
- Have students develop their "working" Works Cited page.
- As students work, circulate and work with students one-on-one or in small group.
- Have students turn in their "working" Works Cited page for your preview.

Homework: Continue to work on essay.

ESSENTIAL QUESTION

How do I know my work meets and/or exceeds expectations?

TASK:

Continue to work on paper.

Standards:

- ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the

text, including determining where the text leaves matters uncertain.

- ELACC11-12RL10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12RI10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, level, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Students work their papers independently asking for peer-editing and revision help when needed.
- Teacher circulates and works with students on a one-on-one or small group basis.

Homework: Continue work on paper.

ESSENTIAL QUESTION

How do I ensure I have use the correct format for my essay?

TASK:

Publish essay.

Standards:

- ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12RI10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, level, reasons, and evidence.
 - g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and

limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- j. Provide a concluding statement or section that follows from and supports the argument presented.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Review proper formatting for an extended essay/research paper.
- Reserved computer lab for students to publish their papers.
- Students work independently on publishing papers and/or with partner(s) on revision and editing.

Homework: Continue to work on paper.

ESSENTIAL QUESTION

How do I know my work meets and/or exceeds expectations?

TASK:

Final workday—have students use rubric to grade their own papers and one other's

Standards:

- ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELACC11-12RL10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12RI10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.
- ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - k. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, level, reasons, and evidence.
 - l. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - m. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - n. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - o. Provide a concluding statement or section that follows from and supports the argument presented.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Give grading rubrics.
- Allow students to grade their own paper against the rubric. They should, also, grade one other's paper using the same rubric.
- Students need to make final revisions.
- **Collect essays.

****Assessment opportunities**

ESSENTIAL QUESTION

How do I know my work meets and/or exceeds expectations?

TASK:

Share essays with small group

Standards:

- ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - p. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, level, reasons, and evidence.
 - q. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - r. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - s. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - t. Provide a concluding statement or section that follows from and supports the argument presented.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Students share with one another in small groups.
- Ask for volunteers to read their papers to whole class.

ESSENTIAL QUESTION

Why is it important to write a short essay in one class period?

TASK:

Write a short essay to a specific prompt.

Standards:

- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Instruction:

- Give students Burn's poem and the prompt: Read Robert Burn's poem *Man was made to Mourn: A Dirge, 1785* and explain his idea of "man's inhumanity to man." Use evidence from the poem and any work we've read during the past nine-weeks to support your thesis and assertions.
- Students write a one to two-page essay over a specific prompt.