

Risks and Rewards of Science  
12<sup>th</sup> Grade

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# Rationale

English students across America are familiar with the imagery of Dr. Frankenstein's monster – green, angry, stitches and bolts – but most of those students do not encounter that same monster in an English classroom because they lack an appropriate amount of background knowledge. Students expect to read a terrifying novel that will live up to the years of stories they have heard. However, students with this notion of Mary Shelley's novel will no doubt be bored by the contents, and underwhelmed with the companion lessons as a whole. The unit that is outlined in this document has the goal of reversing the boredom that can happen in an English classroom while reading canonical texts by providing significant background knowledge. It also ties everything to the modern day to engage students even further. History is often quite similar to our current time.

First, this unit will make use of the weeks before reading the novel by providing texts that will get students thinking about the issues in *Frankenstein* more constructively. Students will be familiar with the fear towards science that 19<sup>th</sup> century citizens felt, with the negative repercussions that can accompany scientific research, with the science debates of today, with the Romantic era views in art and poetry, and much more. Students will be able to utilize all of this prior knowledge when they finally read the novel, and all of that knowledge will help create a significant amount of meaning in the text. Because of the amount of scaffolding that the unit provides, students will be familiar with many of the themes and issues in the novel well before they begin their reading of it. That familiarity will guide students while reading in a way that would not be an option otherwise.

Next, the actual reading of Shelley's novel is entirely student-centered in this unit. Instead of having students read with specific discussion questions in mind, students will have the opportunity to pose their own questions while reading. In-class discussion of the text will be based on these student questions. Anything that the students are struggling with while reading will be addressed in a relaxed, whole-class discussion setting. Students will also be able to show what they know during these discussions by connecting previous class readings, personal experiences, etc. to the novel and then relating that knowledge to their peers. There is no right or wrong way to read the novel with this type of discussion in mind, rather, students have the ability to discuss what matters to them in the novel, and how their perceptions of what is important parallels views of citizens in the 19<sup>th</sup> century.

Third, this unit includes a final project with an extensive amount of student choice. Students can write an essay, they can write an additional chapter in the novel, they can respond to Robert Walton's letters, or they can create their own final assignment as long as they have a substantial thesis and reasoning behind it. For the essay, students have four prompts to choose from, and the other two projects are entirely open-ended. A multitude of students will find these options beneficial, and student creativity is absolutely encouraged within this unit.

Finally, the unit is heavily discussion- and presentation-based. Instead of being lectured to throughout the weeks of readings, students will be able to discuss and present their ideas and perspectives openly. The discussions have been left purposefully broad for all teachers with only a few discussion question suggestions to accompany each lesson. Because of this, all students will be able to create their own knowledge and understanding of the unit readings and of *Frankenstein*. This unit is not concerned with what the teacher understands of the readings, themes, and topics, but instead, it is concerned with the ways in which students can grow intellectually while discussing them.

This unit offers teachers the ability to look at *Frankenstein*, a canonical high-school text, through a lens that appreciates the connections that can be made between the past and the present. Students will be led in discussions over readings that contemplate historical science events of the past as well as scientific events that have happened more recently. *Frankenstein* will be more accessible to students through this scaffolding method, and they will more capable of understanding the world around them because of it. The meaning that can be created in this unit is unlimited. Students will learn from themselves, their peers, and the texts far more than any teacher could lecture.

# Goals and Objectives

## **Goal #1**

***To familiarize students with fear itself, and the fears present in the 19<sup>th</sup> century.***

Students will meet this goal within their first three days of the unit. Students will read about what causes fear in humans. They will then look at some of the scientific advancements that were causing fear in Shelley's time. Finally, students will read about body snatching, and the riots that ensued during the time. They will understand that being a doctor during the 19<sup>th</sup> century was not something to be incredibly proud of because of societal fears. This will be the foundation of their background knowledge while reading *Frankenstein*.

## **Goal #2**

***To familiarize students with some current science issues.***

Students will meet this goal during the second week of the unit. Students will read about the nuclear disaster at Chernobyl. They will also learn about current science hot-topics through a debate-style lesson. Students will be able to connect these current concerns to the concerns of citizens in the 19<sup>th</sup> century. Because of these connections, students might be able to better relate to the ideas of people in the 19<sup>th</sup> century, and thus better understand their experiences while reading *Frankenstein*.

## **Goal #3**

***To familiarize students with the themes of Romantic literature and works of art.***

Students will meet this goal immediately before they begin reading *Frankenstein* by looking at art and poetry from the 19<sup>th</sup> century. Students will notice the recurring themes of nature as a healing force; an emphasis on human individuality; a belief in innate goodness; the advocacy of free thought; etc. Students will be able to reference these themes while reading the novel in order to better understand Shelley's motivation for writing as well as her personal opinions.

## **Goal #4**

***To make students comfortable while reading canonical texts***

Students will meet this goal during their in-class discussions of the novel. Outside of short reading quizzes, students are not required to be experts on the content of *Frankenstein*, rather, they should be able to discuss their struggles and connections with the text freely, and in a way that facilitates authentic learning.

## **Goal #5**

***To create insightful and thoughtful final projects that show off student knowledge***

Students will meet this goal during their final week of the unit. Student final projects are open for a substantial amount of creativity. As long as the reasoning is there, students have the opportunity to do any final project that will wrap all of their knowledge in one neat package. Students will be able to present this knowledge to the class in a way that congratulates them for all of their hard work.

## Grade Distribution for the Unit

Unit Assignments	Possible Points
Unit Participation	100
Unit Journal Entries	10
Reading Quizzes (7 Total / 10 pts. Each)	70
Reading Worksheets (7 Total / 10 pts. Each)	70
<i>How Fear Works</i> Summary Posters	10
Science Attitudes Questionnaire	5
Body Snatching Questioning Worksheet	5
Travel Brochures	35
Chernobyl Questioning Worksheet	5
Group Creative Write	25
19 <sup>th</sup> Century Art Analysis	10
<i>Frankenstein</i> Pre-Test	5
Vocabulary Concept Map	20
Final Project	130
Total Points: 500	

A (95%+) 475 +  
 A- (92%+) 460 - 474  
 B+ (88%+) 440 - 459  
 B (85%+) 425 - 439  
 B- (82%+) 410 - 424  
 C+ (78%+) 390 - 409  
 C (75%+) 375 - 389  
 C- (72%+) 360 - 374  
 D+ (68%+) 340 - 359  
 D (65%+) 325 - 339  
 D- (62%+) 310 - 324  
 F (< 62%) < 310

# Unit Text and Supply List

**IN ALPHABETICAL ORDER; DOES NOT INCLUDE ATTACHED APPENDIX MATERIALS**

- Body Snatching YouTube Video
- Butcher paper
- Chromebooks/laptops or a computer lab
- Class set of *Chernobyl is a Nature Reserve*
- Class set of *Frankenstein* vocabulary
- Class set of *Harry Potter and the Sorcerer's Stone* chapter 13
- Class set of *How Fear Works*
- Class set of Mary Shelley's *Frankenstein*
- Class set of *The Gory New York Riot that Shaped American Medicine*
- Class set of *What Happened in Chernobyl*
- Construction paper
- Highlighters
- Kenneth Branagh's (1994) *Mary Shelley's Frankenstein* movie clips
- Markers or Sharpies
- Pens or pencils
- PollEverywhere account for debate lesson
- Popsicle sticks with all student names
- Printer paper
- SMARTboard or projector
- Student journals
- Tape



# Oklahoma Academic Standards

## NUMERICAL ORDER OF OAS COVERED IN UNIT

**12.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

**12.1.R.2** Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

**12.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

**12.1.W.1** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support main idea.

**12.1.W.2** Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

**12.2.R.1** Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

**12.2.R.2** Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.

**12.2.W.1** Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

**12.2.W.2** Students will plan (e.g., outline) and prewrite a first draft as necessary.

**12.2.W.4** Students will edit and revise multiple drafts for local organization, enhanced transitions and coherence,

**12.2.W.5** Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).

**12.3.R.1** Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informal genres.

**12.3.R.2** Students will evaluate points of view and perspectives in more than one grade-level literary and/or information text and explain how multiple points of view contribute to the meaning of a work.

**12.3.R.3** Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

**12.3.R.7** Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide evidence to support their inferences.

**12.3.W.3** Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claims.

**12.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

**12.4.R.5** Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (print and/or electronic) as needed.

**12.4.W.2** Students will select appropriate language to create a specific effect according to purpose in writing.

**12.5.W.1** Students will write using correct mechanics.

**12.5.W.3** Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

**12.6.R.1** Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

**12.6.R.2** Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.

**12.6.W.4** Students will synthesize and present information in a report.

**12.7.R.1** Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.

**12.7.R.2** Students will analyze the impact of selected media and formats on meaning.

## Calendar Overview

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Day 1</b> How Fear Works Jigsaw Classroom	<b>Day 2</b> Fear in Shelley's Time Discussion	<b>Day 3</b> Body Snatching and The Doctors' Riot Discussion	<b>Day 4</b> <i>Harry Potter</i> Journal Activity	<b>Day 5</b> Exploring Setting: Travel Writing	Work on Travel Writing	Work on Travel Writing
<b>Day 6</b> Travel Writing Due – Share and Discuss	<b>Day 7</b> Chernobyl and The Exclusion Zone Discussion	<b>Day 8</b> Correct Those Passages! Game	<b>Day 9</b> In-Class Student Science Debates	<b>Day 10</b> In-Class Collaborative Creative Write		
<b>Day 11</b> 19 <sup>th</sup> Century Art Analysis	<b>Day 12</b> Romantic Themes in 19 <sup>th</sup> Century Poetry	<b>Day 13</b> <i>Frankenstein</i> <i>Vocabulary</i> Concept Maps  Reading Homework: Letters 1-4	<b>Day 14</b> Letters 1-4 Quiz & Discussion  Reading Homework: Ch. 1-4	<b>Day 15</b> Ch. 1-4 Quiz & Discussion  Reading Homework: Ch. 5-8		
<b>Day 16</b> Ch. 5-8 Quiz & Discussion  Reading Homework: Ch. 9-12	<b>Day 17</b> Ch. 9-12 Quiz & Discussion  Reading Homework: Ch. 13-16	<b>Day 18</b> Ch. 13-16 Quiz & Discussion  Reading Homework: Ch. 17-20	<b>Day 19</b> Ch. 17-20 Quiz & Discussion  Reading Homework: Ch. 21-24	<b>Day 20</b> Ch. 21-24 Quiz & Discussion	Work on Final Project	Work on Final Project
<b>Day 21</b> Work on Final Project in Class	<b>Day 22</b> Work on Final Project in Class	<b>Day 23</b> Work on Final Project in Class	<b>Day 24</b> All Final Projects Due  ½ of Class Presentations	<b>Day 25</b> ½ of Class Presentations  Unit Evaluation		

# Daily Lessons

## Week 1

### Daily Lesson Information

Lesson title	How Fear Works (Day 1)
Lesson Purpose/Rationale	Students will begin the unit by looking at how fear works, and what causes fear. This preliminary activity will get students in the mindset of 19 <sup>th</sup> century citizens, and Mary Shelley, because <i>Frankenstein</i> was written from a place of general terror: Galvanism and fear of being buried alive were prominent in the time, and citizens were rightfully afraid of what science had the potential to create.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	A jigsaw classroom learning environment will be utilized with the reading of this article. Students will be placed in groups and become “experts” on a given section. Students will synthesize their section, create a poster summary, and present that poster summary to another group. By the end of the jigsaw activity, all students in the class will be experts on the entire article.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	Layton, Julia. How fear works (printable version). <i>How stuff works</i> . Retrieved from <a href="http://science.howstuffworks.com/life/inside-the-mind/emotions/fear.htm/printable">http://science.howstuffworks.com/life/inside-the-mind/emotions/fear.htm/printable</a> Social Psychology Network. (200-2016). The Jigsaw Classroom. Retrieved from <a href="https://www.jigsaw.org/">https://www.jigsaw.org/</a>  The <i>How Fear Works</i> article is a bit wordy, and some of the sections do not pertain to what I am trying to get my students to understand: why did 19 <sup>th</sup> century citizens <u>fear</u> ? So, I only had students look at five sections of the article even though there are several more.

### Daily Lesson Plan Summary

Prior knowledge needed for success	No prior knowledge needed for success.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"><li>• Copies of the <i>How Fear Works</i> article (printable link above)</li><li>• 1 piece construction paper per student</li><li>• Markers/Sharpies for each group</li><li>• Instructions to display on the board (see appendix A)</li><li>• <i>Frankenstein</i> reading schedule (see appendix B)</li></ul>

	All of these materials will help the students summarize their portion of the article. The posters can also be hung around the classroom for reference throughout the unit.
Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed</li> <li>• ELLs and struggling readers will be placed in home groups with stronger readers, so that they can ask questions before sharing information with another group.</li> </ul>

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.2</b> Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Given the article, students will analyze and synthesize the author's main points in order to share with the group.	Article, construction paper, and markers: Students will be placed in five "home groups" that focus on the following topics in the article: <b>what is fear, creating fear, fight or flight, why do we fear, and overcoming fear.</b> Students will create a summary of their assigned section on construction paper (above). They will then be asked to move into a group that has combined one student from each home group. Students will be responsible for teaching their section, and displaying their summary poster, to the new, diverse group. Students will move back to their home groups after all article summaries have been shared.	Formal – student posters will be graded according to accuracy of the summary, and then displayed on the walls of the classroom for reference throughout the unit.
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate	Given the article, students will share knowledge of their section with other students in the classroom.	Above	Informal – visually assess that all students are reading and summarizing

topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.			without any significant issues (e.g., struggling with the reading).
<b>12.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Given the jigsaw classroom, students will present their summary of the article to another group.	Above	Above
<b>12.1.W.2</b> Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Given the jigsaw classroom, students will listen to all article syntheses to gain all information provided in the article.	Above	Informal – visually assess that all group members are participating in the sharing, as well as actively listening to classmates.

## Today's Essential Question(s) and/or Anticipatory Set

Essential Question	<ol style="list-style-type: none"> <li>1. Why do we fear <i>science</i> and <i>change</i>?</li> <li>2. Is it possible to overcome the fear of science and/or change?</li> <li>3. Is our fear of science anticipatory? Are we afraid something terrible could happen?</li> </ol>
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	These should be written on the board as something to ponder, but we will not discuss these in depth until Day 2 which will analyze Shelley's time and the fear that accompanied scientific advancement.
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2	Perform any housekeeping tasks.	Listen quietly and answer or participate when necessary.	Essential questions should be written on the board before class, but write them now if they are not already.
10	<p>Display instructions on the board, and explain the instructions of the jigsaw classroom (see appendix A). Provide the articles and pieces of construction paper/markers to all students.</p> <p>Group the students if they are not sitting in the five groups already.</p> <p>Clarify any instructional questions</p>	Listen to all instructions for the activity, and ask questions after the teacher is done explaining everything to avoid confusion and repetition.	Make sure tables/desks are placed into five groups.
20	Tell the students that they will have twenty minutes to read and summarize their section of the article onto a poster.	Read and summarize article section on poster.	<p>This will be their "home group" because each student at this first group will be working on the same section.</p> <p>Think about which students will move to which table while they work on their summaries if necessary (more below).</p>
20	<p>Mix up the groups so that there is one "expert" from each home group in the new group.</p> <p>Tell the students that they will have twenty minutes to share their</p>	Respectfully listen to summaries from classmates, and share when it is their turn.	<p>All students should understand the main points of the entire article after everyone has shared.</p> <p>I would personally let the students move</p>

	<p>article summary and poster with the new group.</p>		<p>around into new groups on their own, as long as there was only one expert of each section in each group. However, if the class number does not allow for a neat switch, or if the students are not capable of doing this quickly, I would pre-determine who would move to each table while they were working on the summaries.</p>
3	<p>Return to home group, wrap up the activity, get the room back in order if necessary, and hand out the Frankenstein Reading Schedule to all students (see appendix B).</p> <p>Collect all posters before students leave the room (possibly at door if time does not allow).</p> <p>Ask students to look at the essential questions on the board one last time before leaving, and to be prepared to ponder these questions further, tomorrow.</p>	<p>Move back to home group, wrap up the activity, and help straighten the classroom.</p> <p>Pass reading schedule to neighbors.</p> <p>Look at essential questions one last time. Write down if needed.</p>	<p>Reading schedule has all instructions, and should not have to be mentioned again until the reading of <i>Frankenstein</i> begins.</p> <p>Students should place this somewhere that it will not be easily lost.</p> <p>Posters should be graded and then hung on the walls around the room for reference.</p>



## Daily Lesson Information

Lesson title	Fear in Shelley's Time (Day 2)
Lesson Purpose/Rationale	Because students will have the prior knowledge of how fear works, they can now look at the events in Shelley's time that made citizens fearful. Students will take a science attitudes questionnaire for themselves, and discuss the connections that can be made between their own personal opinions and opinions of 19 <sup>th</sup> century citizens to better understand the motivations for writing <i>Frankenstein</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take a science attitudes questionnaire in which they will decide their stance on certain aspects of science. They will then discuss those opinions in relation to the discussion quotes that outline why people of Shelley's time were so fearful of science and scientific advancement. Making these connections will give the students background knowledge that will be beneficial when we eventually read <i>Frankenstein</i> .
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Mallow, Jeffry. (2010). Gender, science anxiety, and science attitudes: A multinational perspective. <i>United Nations educational, scientific, and cultural organization</i>. Retrieved from <a href="http://www.un.org/womenwatch/daw/egm/gst_2010/Mallow-EP.5-EGM-ST.pdf">http://www.un.org/womenwatch/daw/egm/gst_2010/Mallow-EP.5-EGM-ST.pdf</a></p> <p>Mann, Sarah. (2001). Mary Shelley's <i>Frankenstein</i> and the responsibility of the creator to this creation. <i>Virtual library of conceptual units</i>. Retrieved from <a href="http://smago.coe.uga.edu/VirtualLibrary/Mann.pdf">http://smago.coe.uga.edu/VirtualLibrary/Mann.pdf</a></p> <p>Ruston, Sharon. The science of life and death in Mary Shelley's <i>Frankenstein</i>. <i>Discovering literature: Romantics and Victorians</i>. Retrieved from <a href="https://www.bl.uk/romantics-and-victorians/articles/the-science-of-life-and-death-in-mary-shelleys-frankenstein">https://www.bl.uk/romantics-and-victorians/articles/the-science-of-life-and-death-in-mary-shelleys-frankenstein</a></p> <p>I used questionnaire questions from both Mallow and Mann, but I scrambled them so students would not notice the difference in types of questions so obviously. I also took quotes that I thought would have been frightening to 19<sup>th</sup> century citizens as well as students from Ruston's article instead of having students read the entire post.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have some recollection of Day 1's lesson on why people fear. Although this knowledge will not make or break a student's ability to participate in this lesson, it will be useful.
How will you address students who do not have this prior knowledge?	Students who were absent during the unit's first lesson will be given some time to look at the summary posters on the wall. These brief summaries should catch the student up on the main topics of the article in a quick and easy manner.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• SMARTboard/projector/white board</li> <li>• Science attitudes questionnaire (see appendix C)</li> <li>• Discussion quotes (see appendix D)</li> </ul>

	All of these materials will help students understand the fear that surrounded scientific advancement in the 19 <sup>th</sup> century. They will also be able to look at their own personal opinions on science, and connect them to the 19 <sup>th</sup> century attitudes.
Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed</li> <li>• Students who struggle understanding/reading the questionnaire will have individual help from the teacher.</li> </ul>

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Given the science questionnaire, students will connect their own attitudes towards science to the quotes on the board during the discussion.	Science attitudes questionnaire: handout should be provided to the students immediately following the journal entry. Students will have 10 minutes to answer all questions individually.	Formal – questionnaires will be picked up for a grade.
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Given the quotes on the board, students will participate in a discussion over the opinions of science in Shelley's time for a participation grade.	Discussion quotes displayed on the board: following the questionnaire, students will discuss the three quotes displayed on the board while also connecting their personal opinions to the 19 <sup>th</sup> century opinions.	Formal – participation in the discussion will count towards overall unit participation grade.

## Today's Essential Question(s) and/or Anticipatory Set

Anticipatory Set	Journal entry: why do you think people fear science and/or change?
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	Students will take some time answering this question to refresh their memories on what was discussed in the prior day's lesson.
Essential Question	Did people of the 19 <sup>th</sup> century have a reason to fear scientific advancement?

## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Write the anticipatory set question on the board before class, and tell students to begin their journal entries as soon as they sit down.	Come into the room quietly, view the question on the board, and journal individually.	Perform any housekeeping tasks at this time.
5	Ask for any volunteers to share their journal entry with the class.	Volunteer to share if desired. Listen quietly while classmates share.	
10	Hand out questionnaire and ask that students begin answering it.	Quietly, and individually, answer the questionnaire.	Display discussion quotes on the board at this time.
10	Read the first quote on the board to the students and ask their opinions of it. Do they personally relate? Does their questionnaire reflect any similar ideas? etc.  Give any additional background information/stories at this time if students are having a hard time getting involved in the discussion (also see additional information).	Participate in discussion in a respectful manner.	Whole-class discussion, students do not need to move out of their seats.  If students are having a hard time discussing the quotes/questionnaires generally: ask them to imagine themselves at 19 <sup>th</sup> century citizens. Would they also be fearful of science? Why or why not? etc.
10	Read the second quote on the board to the students and ask their opinions of it. Do they personally relate? Does their questionnaire reflect any similar ideas? etc.  Give any additional background information/stories at this time if students are having a hard time getting involved in the discussion (also see additional information).	Participate in discussion in a respectful manner.	Above

10	<p>Read the third quote on the board to the students and ask their opinions of it. Do they personally relate? Does their questionnaire reflect any similar ideas? etc.</p> <p>Give any additional background information/stories at this time if students are having a hard time getting involved in the discussion (also see additional information).</p>	Participate in discussion in a respectful manner.	Above
5	Wrap up the discussion, collect all questionnaires from students.	Wrap up final thoughts and pass forward questionnaires.	Questionnaires will be graded.

## Daily Lesson Information

Lesson title	Body Snatching?! Doctors Rioting?! (Day 3)
Lesson Purpose/Rationale	Since students now have a substantial amount of prior knowledge on the scientific advancements in Shelley's time, and the fear that they caused, I would like to focus on one of the creepiest phenomena that was happening at the time: body snatching. Students will gain knowledge of the grave-robbing that was happening at the time because of the lack of executed bodies available for study, and the panic that it caused.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch the short YouTube video on body snatching, and then read an article that references a riot that took place because of the grave-robbing epidemic. Students will fill out a questioning sheet while reading and then respectfully discuss their opinions/views/perspectives as a class. Students will also be able to analyze how perceptions of science have changed over time with this activity.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Eskify. (2015, March 15). <i>Body snatchers and night doctors</i>. [Video File]. Retrieved from <a href="https://www.youtube.com/watch?v=b8O32J4_ODk">https://www.youtube.com/watch?v=b8O32J4_ODk</a></p> <p>Lovejoy, B. (2014). <i>The gory New York riot that shaped American medicine</i>. Retrieved from <a href="http://www.smithsonianmag.com/history/gory-new-york-city-riot-shaped-american-medicine-180951766/?no-ist">http://www.smithsonianmag.com/history/gory-new-york-city-riot-shaped-american-medicine-180951766/?no-ist</a></p> <p>Both of these items were stumbled upon by me while searching ideas for including body snatching in my unit. They were not originally included in any lesson plan, but I have included them in this one. The Smithsonian article will be read aloud and discussed as a class. The video will be watched before the article reading.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	No prior knowledge needed for success in this lesson.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• Body snatching YouTube video</li> <li>• Copies of Smithsonian article</li> <li>• Copies of questioning worksheet (see appendix E)</li> </ul> <p>All of these materials will help students understand the time in which Mary Shelley was writing. Scientific research could become very unethical very quickly, and it is important that students have this background knowledge before reading <i>Frankenstein</i>.</p>
Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed</li> </ul>

	<ul style="list-style-type: none"> <li>Students who need help filling out the question worksheet will be paired with another student.</li> <li>ELLs will be paired with strong speakers/writers if they need help articulating their thoughts.</li> <li>Subtitles will be displayed during the video for students who have hearing impairments.</li> </ul>
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## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.3.R.2</b> Students will evaluate points of view and perspectives in more than one grade-level literary and/or information text and explain how multiple points of view contribute to the meaning of a work.	Given the YouTube video and the Smithsonian article, students will analyze how perceptions of science have changed over time in a class discussion.	<p>YouTube video and article: Students will watch the video and then read the article (article read aloud by teacher).</p> <p>Question worksheet: Students will fill out this sheet while following along on the article. Students should list all opinions/questions/etc. on this paper. This paper will be collected after class for a completion grade.</p>	<p>Informal – visually assess that all students are highlighting their articles and are actively engaged in discussion.</p> <p>Formal – worksheet will be collected after class and assessed for completion. All students should have something written down. Reference these questions during unit if necessary.</p>

## Today's Essential Question(s) and/or Anticipatory Set

Essential Questions	<p><b>Write on board before class:</b></p> <p>What is body snatching?</p> <p>Was this is positive or negative time for scientific exploration?</p>
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	How has the perception of science changed/stayed the same?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform housekeeping tasks and ask students to ponder the questions on the board.	Look at the questions on the board and start to think about what today's lesson might be about.	
5	Play the YouTube video for the students.	Watch the video quietly, being sure to focus on the problems of the time.	Make sure subtitles are on for students who need it.
5	Reference the mention of the Doctors' Riots in the video, and transition to the article. Hand out a copy of the article to each student as well the questioning worksheet.	Listen to the teacher and pass articles and worksheets quietly.	
10	Read aloud the article to the class. Tell students that the worksheets will be picked up after class for a completion grade.	Follow along with the reading. Students will highlight sentences that they find interesting while filling in the provided worksheet with things that shocked them / things that they didn't know / things they did know / and questions they might have.	Informal assessment – visually assess that all students are highlighting their articles and are actively engaged in discussion.
3	Tell the students to take the next few minutes to finalize their worksheets. Also tell them that they will be discussing as a class.	Finish their worksheet and wait for discussion.	Make sure students who will need help with the worksheet are paired accordingly.
25	Ask the students to share what they have written in their worksheets. Facilitate when necessary: Why did this shock you? Do you sympathize with the doctors? With the petitioners? Do you think it was right to set the specimens on fire? What do you think of the "anatomy riots?" The "bone bills?" What do you think about the	Respectfully discuss their worksheets and opinions as a class.	Attempt to let the students lead the discussion. Only enter the discussion when needed.

	fact that being a doctor was not a respectable profession? Etc.		
2	Collect worksheets from students.	Quietly pass up worksheets and clean up the classroom.	Formal assessment – worksheet will be collected after class and assessed for completion. All students should have something written down. Reference these questions during unit if necessary.



## Daily Lesson Information

Lesson title	<i>Harry Potter</i> Journal Activity (Day 4)
Lesson Purpose/Rationale	Dr. Frankenstein's goal is to give life to an un-living being, and I would like for students to look at a more recent text that references the same ideas. Students will read <i>Harry Potter and the Sorcerer's Stone</i> because of the novel's reference to the Philosopher's Stone which has the ability to turn metals into gold, and to provide the elixir of life. Students will benefit from this reading especially when we start reading <i>Frankenstein</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will follow along as I read aloud chapter 13 of <i>Harry Potter and the Sorcerer's Stone</i> . After the reading, they will journal their answers to three questions: two are reading comprehension and one is an inference question regarding <i>Frankenstein</i> . Students will make these connections while providing evidence for their answers.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Mayer, L. R. (2009) <i>A Teacher's Guide to the Signet Classics Edition of Mary Shelly's Frankenstein</i>. New York, NY: Penguin Group USA Inc.</p> <p>J.K. Rowling. <i>Harry Potter and the Sorcerer's Stone</i> [PDF]. Retrieved from <a href="http://www2.sdfi.edu.cn/netclass/jiaoan/englit/download/Harry%20Potter%20and%20the%20Sorcerer's%20Stone.pdf">http://www2.sdfi.edu.cn/netclass/jiaoan/englit/download/Harry%20Potter%20and%20the%20Sorcerer's%20Stone.pdf</a></p> <p>This lesson idea comes from the teacher's guide, but I have created my own discussion worksheet with a spin on the original lesson questions: I would also like my students to begin to think about <i>Frankenstein</i>, and how the Philosopher's Stone is similar to Dr. Frankenstein's desire to change the dead into a living being.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	No prior knowledge needed for success.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>Chapter 13 of <i>Harry Potter and the Sorcerer's Stone</i> (copies for every student).</li> <li>Student journals</li> <li>SMARTboard/white board</li> <li>Journal questions (see appendix F)</li> </ul> <p>All of these materials are necessary during the activity. Copies of the chapter make it easier for the students to follow along and annotate. Displaying the discussion questions on the board will also eliminate the need to repeat the directions throughout the lesson.</p>
Accommodations and modifications	<ul style="list-style-type: none"> <li>IEPs will be followed</li> </ul>

	<ul style="list-style-type: none"> <li>• ELLs and students who struggle with reading can have more time to work on the journal activity (e.g., for homework that night).</li> <li>• ELLs and students who struggle with reading only have to use textual evidence one in their answers, if necessary.</li> </ul>
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## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.3.R.7</b> Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.	Given the <i>Harry Potter</i> chapter, students will answer the provided journal questions, and provide evidence for their answers for a grade.	Chapter 13 and journal questions: the teacher will read chapter 13 aloud to the students as they follow along (unless there is a student who really wants to read). Students will then journal about the displayed discussion questions.	Formal – students will turn in their journals for a completion grade.

## Today's Essential Question(s) and/or Anticipatory Set

Essential Question	How will the Sorcerer's Stone's ability to provide the <i>elixir of life</i> eventually relate to Dr. Frankenstein's goals when creating his monster?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2	Perform any housekeeping tasks.	Listen quietly and answer when necessary.	
5	Hand out copies of chapter 13 (PDF link above), and tell students that we will be reading that chapter together.	Pass copies to neighbors.	Make sure you have one copy for each student as well as a copy for yourself.
5	Display the journal questions on the board	Look at the discussion questions briefly.	

	before the reading so students will know what to pay attention to.		
20	Read chapter 13 aloud to the students (172-182 in PDF).	Follow along, annotating when needed.	
20	Tell students that they will have 20 minutes to answer the displayed questions in their journal. Remind them that the journals will be picked up at the end of class, and graded.	Journal about the displayed questions, using textual evidence when necessary.	
3	Wrap up the activity and collect all journals from students, even if they are not finished writing (unless otherwise accommodated).	Pass journals to the front of the classroom.	Some students may not be able to complete the journal activity in 20 minutes, offer the assignment as homework to those students if necessary (see accommodations).

## Daily Lesson Information

Lesson title	Exploring Setting: Travel Writing (Day 5)
Lesson Purpose/Rationale	I would like for students to have knowledge of the settings of <i>Frankenstein</i> well before we begin reading the novel. Students will research their selected setting and present their findings in the form of a travel brochure. This activity will also help them effectively visualize the settings while reading the novel.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will select and research a setting from <i>Frankenstein</i> from the list below. Students will synthesize their research and create a travel brochure for the setting of their choosing. Students will present the brochures on Day 6 to a peer, and the brochures will be peer-evaluated according to the provided rubric.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Mayer, L. R. (2009) <i>A Teacher's Guide to the Signet Classics Edition of Mary Shelly's Frankenstein</i>. New York, NY: Penguin Group USA Inc.</p> <p>Shelley, M. W., &amp; Hindle, M. (2003). <i>Frankenstein, or, The modern Prometheus</i>. London: Penguin Books.</p> <p>Grading rubric created on <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p> <p>This lesson is straight out of the Teacher's Guide for Frankenstein, but I have modified it to be an individual assignment. I have created a rubric for the brochures, and students will be able to research the settings in class as well as at home.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	No prior knowledge needed for success.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• Instruction sheet (see appendix G)</li> <li>• Chromebooks/laptops/computer lab for the class</li> <li>• Large pieces of construction paper for those who decide to make a hard-copy</li> </ul> <p>All of these materials will help students begin their brochures in class so that they will not have a lot to research over the weekend. Students should make some research and creation progress during the allotted time.</p>
Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed</li> <li>• ELLs and/or students with disabilities will have more time to complete the project if necessary, and this will be determined on a case-by-case basis.</li> <li>• Students who do not have internet access at home can print webpages they might find useful during or after class.</li> </ul>

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	Given the assignment to create a brochure, students will write in a focused, organized, and coherent way for a grade.	Instruction sheet, laptops, and construction paper: students will research their selected setting online, in class, and synthesize the information in their brochure. Students may print or draw pictures and graphics for the brochure.	Formal – student brochures will be graded according to the attached rubric (see appendix G).
<b>12.6.R.2</b> Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.	Given the instruction sheet, students will research their selected setting and apply that research to the brochure.	See above.	Informal – visually assess that all students are researching their places and assist students when needed.

## Today's Essential Question(s) and/or Anticipatory Set

Essential Question	What will these plot settings add to Shelley's <i>Frankenstein</i> ?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Perform housekeeping tasks and pass out attached instruction	Listen quietly and pass the instruction sheet to neighbors.	

	sheet to students (see appendix G).		
7	Read the instruction sheet to the class, explain the assignment in detail if more clarification is needed, and answer any questions. Tell the students that they will be beginning research in class, but they will have until Monday to complete the assignment.	Listen quietly and ask questions when necessary.	
5	Pass out laptops or walk to computer lab with class for research. Also give pieces of construction paper to the students who wish to create a hard-copy.	Quietly retrieve laptops or walk to the school computer lab.	
35	Tell students that they will use this time to research their selected setting. Walk around the room for the duration of the research to be sure that students are using their time productively. Remind students that Microsoft Word has templates if they wish to create a digital copy.	Quietly research their chosen setting and ask questions when needed. Begin creating their brochures during this time.	Allow any students who need to print their resources to do so during this time.
5	Tell students to put away laptops and tidy room or walk back to the classroom with the class.	Quietly return laptops to the designated area or walk back to the classroom.	

## Week 2

### Daily Lesson Information

Lesson title	Brochure Presentations (Day 6)
Lesson Purpose/Rationale	Students had been given time to research a setting from <i>Frankenstein</i> and create a travel brochure synthesizing their research. Students will present their brochure to a peer, and the brochures will be peer-evaluated. This method of presentation will be more efficient, and it will also accommodate those students who do not like to speak in front of the entire class while still requiring that they work on their presentation and speaking skills.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will present their brochures to a peer for peer evaluation. Peers will grade the brochures according to the following criteria: organization, grammar, content accuracy, and brochure graphics. This lesson will help build communication skills as well as listening skills. Students will also be able to discuss, as a class, what they liked/what they learned from the brochures after the evaluations.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Mayer, L. R. (2009) <i>A Teacher's Guide to the Signet Classics Edition of Mary Shelly's Frankenstein</i>. New York, NY: Penguin Group USA Inc.</p> <p>Shelley, M. W., &amp; Hindle, M. (2003). <i>Frankenstein, or, The modern Prometheus</i>. London: Penguin Books.</p> <p>Grading rubric created on <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p> <p>This lesson is straight out of the Teacher's Guide for Frankenstein, but I have modified it to be an individual assignment. I have created a rubric for the brochures. I have also included a peer evaluation component, in which students will be required to evaluate a peer's presentation.</p>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have their completed brochures with them in class.
How will you address students who do not have this prior knowledge?	Students who do not bring their completed brochures will be docked a letter grade for each day the assignment is not turned in and will not be able to present their brochure to a peer for evaluation.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>Peer evaluation forms for every student (see appendix H).</li> </ul> <p>Students will fill out this form during a peer's brochure presentation. This form will keep students engaged during the presentation as well as help them practice productive and respectful feedback procedures.</p>
Accommodations and modifications	IEPs will be followed.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.6.W.4</b> Students will synthesize and present information in a report.	Given the instruction sheet, students will turn in their brochure for a grade.	Students will bring completed brochures to class.	Formal – student brochures will be graded according to the attached rubric (see appendix G).
<b>12.1.R.2</b> Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Given the peer evaluation sheet, students will listen to a peer's presentation and evaluate it for a participation grade.	Peer evaluation sheet: students will give feedback on one peer presentation with the attached evaluation sheet (see appendix H). This evaluation will be considered when grades for the brochure are assigned.	Formal – the evaluation sheet will be considered when grades are assigned. Students filling out the sheet will also receive a participation grade to keep them engaged during their peer's presentation
<b>12.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support main idea.	Given the instruction sheet, students will bring their completed brochure to class and share with a peer for evaluation.	Students will bring completed brochures to class.	Informal - No grade will be assigned for actual presentation, but all students will be expected to share with a partner.

## Today's Essential Question(s) and/or Anticipatory Set

Essential Question (Cont'd)	What will these plot settings add to Shelley's <i>Frankenstein</i> ?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Perform housekeeping tasks.	Listen quietly.	
7	Explain that everyone should have brought their brochures to class today. Pair the students up and pass out the peer evaluation forms to each student. Explain that each student will present their brochure to their partner, and the partner will evaluate the brochure after they have finished. Clarify and answer any questions if needed.	Listen quietly and ask questions if needed.	
25	Tell the students that they may begin presentations, and that we will re-group in about 25 minutes. Walk around the room as presentations are being done and listen in to a few.	Present their brochures to a partner and evaluate the partner's brochure.	
15	Bring class back together as a group and ask for volunteers to share what they likes about their partner's brochure / what they learned / etc.	Respectfully participate in the discussion.	
5	Ask everyone to be sure their names are on their brochures and evaluation forms. Ask students to pass forward their brochures and evaluation forms.	Check for names and pass forward the assignments.	The brochure will be graded by criteria in the attached rubric, and the evaluation forms will be entered as participation grades (see appendices G & H).

## Daily Lesson Information

Lesson title	Nuclear Disasters and Quarantine Zones (Day 7)
Lesson Purpose/Rationale	Because the unit deals with the risks and rewards of science, I would like for my students to look at some negative aspects of scientific experimentation. Students will read why the Chernobyl disaster happened – it was a giant experiment gone wrong – as well as what has happened to the surrounding environment, or exclusion zone, since the disaster. I want to expose my students to the pitfalls of science as well as the advantages.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will choose which of the two informational articles they would like to read. They will annotate their text. They will also fill out a questioning sheet that will help them during the whole-class discussion later on in the lesson. Students will read these articles to gain knowledge on nuclear disasters and the disadvantages that can come along with scientific research.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Barras, Colin. (2016). The Chernobyl exclusion zone is arguably a nature reserve. <i>BBC</i>. Retrieved from <a href="http://www.bbc.com/earth/story/20160421-the-chernobyl-exclusion-zone-is-arguably-a-nature-reserve">http://www.bbc.com/earth/story/20160421-the-chernobyl-exclusion-zone-is-arguably-a-nature-reserve</a></p> <p>Unknown. (2006). What happened in Chernobyl? <i>Greenpeace International</i>. Retrieved from <a href="http://www.greenpeace.org/international/en/campaigns/nuclear/nomorechernobyls/what-happened-in-chernobyl/">http://www.greenpeace.org/international/en/campaigns/nuclear/nomorechernobyls/what-happened-in-chernobyl/</a></p> <p>I knew that I wanted to include nuclear disasters into this unit, so I found two articles that talk about why Chernobyl happened as well as the aftereffects. I will have students read the articles (they may choose which to read), and then we will come back as a group and discuss the articles together so that all students will gain the knowledge. Sort of like a jigsaw classroom but with less movement/groups.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	No prior knowledge needed for success.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• Copies of <i>What happened in Chernobyl</i> article (linked above)</li> <li>• Copies of <i>Chernobyl is a nature reserve</i> article (linked above)</li> <li>• Highlighters</li> <li>• Questioning chart (see Appendix E)</li> </ul> <p>All of these materials will help students annotate the articles while reading. They will also be more prepared for a class discussion because they will already have shocking things/things they learned/etc. written down on the questioning chart.</p>

Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed</li> <li>• Students who need help filling out the question worksheet will be paired with another student.</li> <li>• ELLs will be paired with strong speakers/writers if they need help articulating their thoughts.</li> </ul>
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## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.2.R.2</b> Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.	Given their chosen article, students will read and annotate for knowledge on nuclear disasters.	Articles and highlighters: students will read a chosen article and annotate the text.	Informal – visually assess that all students are reading and highlighting/filling out their questioning sheets.
<b>12.3.W.3</b> Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claims.	Given the questioning sheet, students will ask questions and write down prior knowledge to help them during class discussion.	Questioning sheet: students will write down things that shocked them, things they did not know, things they did know, and questions they have while reading on the questioning sheet. They will discuss their entries as a whole group.	Formal – questioning sheets will be graded for completion.

## Today's Essential Question(s) and/or Anticipatory Set

Anticipatory Set	<p><b>Journal prompt:</b> If I was told I had to leave my house today, I could never come back, and I could only bring one item with me, that item would be _____. Tell me why.</p> <p>Read the prompt to the students aloud so that they know they have to write why they would choose that item. Writing a single item with no other information will not suffice for this journal entry.</p>
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Read the journal prompt aloud as soon as the bell rings and perform any housekeeping activities while the students write.	Come into the room quietly and respond to the journal prompt in their journals.	
7	Tell the students the titles of each article and ask them to pick which they would prefer to read and annotate. Pass article selections to the appropriate students.  Also pass out questioning sheets at this time to each student.	Select an article from the two options and help pass articles to neighbors.	Do not let students see the lengths of the articles, because they may choose based on which they think is shorter.
20	Ask students to read their chosen article and highlight/annotate. Ask that they also fill out the questioning sheet (which is the same one they used with the body snatching lesson so they should be familiar with it).	Read/annotate their chosen article quietly.	
5	Ask students to wrap up their thoughts on the questioning sheet.	Finish any thoughts on questioning sheet.	Students may need more or less time doing this depending on how long it takes everyone to read the articles.
15	Ask for volunteers to summarize their chosen article for the class and to share anything they put on their questioning sheet. At least two volunteers from each article are necessary.  Facilitate discussion when necessary, but try to let students talk amongst themselves for the most part. See if they can connect to the "disadvantages of research" theme without your help.	Volunteer to share article summaries/questioning sheet items.  Listen respectfully while other students are talking.	Some classes will be more talkative than others, but try to let them hash out the discussion on their own if possible.
3	Tell the students that they can keep the articles, but collect all	Pass forward questioning sheets.	Questioning sheet will be graded for completion.

	questioning sheets from them.		
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## Daily Lesson Information

Lesson title	"Correct Those Passages" Grammar Game (Day 8)
Lesson Purpose/Rationale	Senior English students do not have a lot of grammar standards; they mostly just need to show a mastery of the concepts. Because of this, I would like to have students play a grammar game in which they are simply correcting incorrect passages from <i>Frankenstein</i> . The game will be a good "refresher" for students, and it may remind them of common mistakes that they themselves need to look out for. This activity will also expose the students to Shelley's writing style well before they begin reading the novel.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Senior English students need to show a mastery of grammar usage and mechanics. Students will play a game in which they must correct the incorrect spellings/grammar in passages from <i>Frankenstein</i> . This game will help them recognize common grammar mistakes while also helping them become better editors/proof-readers.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Shelley, M. W., &amp; Hindle, M. (2003). <i>Frankenstein, or, The modern Prometheus</i>. London: Penguin Books.</p> <p>I wanted to include a grammar activity in the lesson that was also fun, so I just decided to pick random passages from the novel, make them grammatically incorrect, and then ask students to find the errors in groups. This would be an easy game to play on a smart board, and it will certainly be more interesting than asking the students to fill out a worksheet.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Basic grammar rules and the common mistakes people/writers can make (e.g., there/their, it's/its, incorrect spellings, etc.).
How will you address students who do not have this prior knowledge?	Because students will be in groups, students who do not have this prior knowledge will not have to go up to the board to correct any passages if they do not want to. However, if a student is seemingly struggling/disengaged it will be important to talk to the student one-on-one to be sure they are comfortable with the grammar lesson and the expectations that their future writing will be held to. Individualized grammar reviews may need to be utilized before the final project in some cases.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>Construction paper</li> <li>Markers</li> <li>SMARTboard/projector &amp; white board</li> <li>Incorrect <i>Frankenstein</i> passages (see appendix I)</li> </ul> <p>All of these materials will help make the game more interactive. Instead of asking students to correct the passages in a journal, or handout, or by asking them to say what is incorrect, the students will have the ability to write the corrections on the passage, on the SMARTboard.</p>
Accommodations and modifications	<ul style="list-style-type: none"> <li>IEPs will be followed.</li> </ul>

	<ul style="list-style-type: none"> <li>• ELLs will be placed in groups with strong writers that can help explain the grammar corrections.</li> <li>• Students with vision impairments will be placed in groups near the SMARTboard.</li> </ul>
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## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.5.W.1</b> Students will write using correct mechanics.	Given the grammatically incorrect <i>Frankenstein</i> passages, students will work to correct them in groups, in a gameshow-style manner.	Construction paper, markers, incorrect passages, SMARTboard: students will create “buzzers” out of decorated construction paper that will be held in the air as a way to signal that they know the answer. The teacher will read the passages aloud and ask the students to correct them. The team with the buzzer in the air first will have the opportunity to come up to the SMARTboard and correct the passage. If they did not get all of the corrections, another team will have the opportunity.	Informal – visually assess that all students are participating in their groups/in the activity.

## Today’s Essential Question(s) and/or Anticipatory Set

Essential Question	How will this activity improve my proof-reading skills as well as familiarize me with Shelley’s writing style?
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## Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform any housekeeping tasks.	Listen quietly and answer when necessary.	
10	Group students into groups of about 5 or 6 and hand out construction paper and markers. Ask them to select a team name (written on the top of the piece of construction paper), and to draw a "buzzer." This piece of construction paper will be held in the air when they think they know the answer.	Name their group and create their buzzer symbol.	
10	<p>explain the game rules:</p> <ol style="list-style-type: none"> <li>1. I will read the passage aloud and tell you the amount of mistakes in the passage.</li> <li>2. Your group will have a minute to try to find all of the mistakes.</li> <li>3. Once you think you have found them all, raise your buzzer in the air. The first group will be called to the board to correct the passage (only send one member).</li> <li>4. Correct the passage with the SMARTboard pens.</li> <li>5. If your team is correct, you will receive a point. If you are incorrect, another team may come up and make the remaining corrections. The second team will get the point if they identify all mistakes, and so on (basically, each team only has one chance to score the point).</li> <li>6. The winning team will receive a prize.</li> </ol> <p>Ask students if anything needs to be clarified before we begin. Answer</p>	Listen quietly to directions. Ask for clarification on anything if necessary.	Keep tally of the scores on a scrap piece of paper.



	any following questions if necessary.		
25	Display passages one at a time, call on groups to correct them, follow the rules above.	Play the game at a reasonable noise level so we do not disturb the classroom neighbors.	Separate the passages on the worksheet so only one displays at a time. I have condensed the spacing between them for convenience.
5	Wrap up the game, give prizes to the winning team – candy or something similar – and clean up the room for the next class.	Wrap up the game and help clean up the room for the next class.	

## Daily Lesson Information

Lesson title	Science Debates! (Day 9)
Lesson Purpose/Rationale	Students have been looking at the different pros and cons of scientific research up to this point in the unit, and I would like to have them practice debating some controversial science topics in the classroom. Students will research these topics, choose a stance, and then provide their arguments to the rest of the class. This assignment will improve their research, writing, and presentation skills.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will collaboratively create speeches for science debate topics. The class will vote on which topics to debate. They will then be split into four different groups, and will be given 20 minutes to create their speeches. Students will practice respectful listening skills, while also practicing how to respectfully refute an argument. Students will improve research, writing, and presentation skills with their individual speeches, and the assignment will be graded for participation.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	Science Debates. <i>Debate.org</i> . Retrieved from <a href="http://www.debate.org/opinions/science">http://www.debate.org/opinions/science</a>  I will give my students a short list of debates to choose from, from this website. I will ask them to vote (anonymously) to choose two of them to discuss, and then I will split the class into four groups: two per issue; one for, and one against. We will then have a quick, in-class debate! I will also let them research their issue for a brief period if they need more resources for their argument.

## Daily Lesson Plan Summary

Prior knowledge needed for success	Some political knowledge / knowledge on these issues will be beneficial.
How will you address students who do not have this prior knowledge?	Students who do not have a lot of knowledge on the debate topic they are given will be able to do some research on the topic before their speech. I will also include helpful links on the assignment sheet.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>Class laptops (one per group)</li> <li>Assignment sheet and useful links (see appendix J)</li> <li>PollEverywhere poll questions: who won the first debate?; who won the second debate?</li> </ul> <p>These materials will expedite the speech-writing process because they eliminate the need for students to spend time finding all resources on their own as well as having to use their phones for research. Students will be able to write their arguments faster and more efficiently. Students will also be able to vote on debate winners anonymously through PollEverywhere</p>
Accommodations and modifications	<ul style="list-style-type: none"> <li>IEPs will be followed</li> </ul>

	<ul style="list-style-type: none"> <li>• ELLs and students who have difficulties reading will be placed in groups with strong readers.</li> <li>• ELLs and students who have difficulties writing will be placed in groups with strong writers.</li> <li>• ELLs and students who have difficulties speaking/articulating ideas in front of the class will be placed in groups with strong speakers.</li> </ul>
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## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Given the debate assignment, students will actively listen to other groups' speeches, they will not interrupt those speeches, and they will respond to the argument accordingly when it is their turn to speak.	Laptops, assignment sheet, and links: students will have 20 minutes to prepare a speech over an assigned topic. Students will deliver those speeches to the class, and provide rebuttals to opponents' speeches when necessary. The entire class will vote for winners at the end of the assignment.	Formal – student participation in speech preparation & presentations will be graded as a part of unit participation.
<b>12.1.R.2</b> Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Given the debate assignment, students will listen respectfully to other groups' speeches so that they can construct a rebuttal.	Above	Above
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts,	Given the debate assignment, students will research a topic and collaboratively create a persuasive speech for the entire class.	Above	Above

expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.			
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## Today's Essential Question(s) and/or Anticipatory Set

Essential Question	How will this debate teach me to respectfully listen to and refute others' opinions?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2	Perform housekeeping activities	Listen quietly and answer when necessary.	Write possible debate topics on board if desired so students can look at them before voting.
7	<p>Have class vote on debate topics (heads down, hands raised to keep it anonymous). They must choose two.</p> <p>Split class into four groups (two per chosen debate topic).</p> <p>Explain how the debates will work:</p> <ol style="list-style-type: none"> <li>1. Use the helpful links sheet as a starting point, but do not use it as the only source for your argument.</li> <li>2. You will have twenty minutes to write your group speech.</li> <li>3. Each group will read their speech to the</li> </ol>	Choose two debate topics. Get into groups. Listen to directions and ask for clarification when necessary.	Make sure to rearrange groups for accommodations if needed.

	<p>class. Once both groups have read, the opposing groups can create a short rebuttal (e.g., we disagree with _____ in your speech because).</p> <p>4. The class will vote on who won the debates once all four groups have spoken.</p> <p>5. Try to not vote for your own team; really think about which group had the strongest argument.</p>		
20	Tell students to research their topic for pro/con ideas and prepare speech materials.	Research if needed and prepare speech materials.	
10	Ask the first two groups to come up and give their speeches and rebuttals (pro and against first chosen topic)	<p>First topic groups will read their speeches and provide final rebuttals.</p> <p>The rest of the class will listen to speeches in a respectful manner.</p>	
10	Ask for second two groups to come up and give their speeches and rebuttals.	<p>Second topic groups will read their speeches and provide final rebuttals.</p> <p>The rest of them class will listen to speeches in a respectful manner.</p>	
6	Ask class to log onto PollEverywhere and vote on which groups won the debates (e.g., who had the strongest arguments, who spoke in the most persuasive way, etc.).	Vote on PollEverywhere to determine who won the debates.	<p>Students can vote on laptops or on their cell phones.</p> <p>Poll will have to be created prior to the lesson. Polls expire after a certain amount of days so be sure to create it close to the actual lesson date.</p>

## Daily Lesson Information

Lesson title	Pass It On – Creative Writing Activity (Day 10)
Lesson Purpose/Rationale	As we get closer and closer to reading <i>Frankenstein</i> , I would like to have students utilize their prior lesson knowledge in the form of a collaborative, creative writing assignment. Students will create a short story that has been inspired by a prior lesson (e.g., fear, body snatching, Chernobyl, <i>Frankenstein</i> setting, etc.). This fun writing assignment will be a great way to tie together everything we have done in the unit thus far.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will create a collaborative, creative short stories during this activity. Students will choose a topic from a prior lesson plan, and will practice their organization, and coherence in writing. Students will switch short stories every 7 minutes, and will have to build on the previous groups' paragraphs to finish the story. Students will read short stories aloud when finished.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Lynette, Rachel. (2009). Pass it on creative writing. <i>Minds in bloom</i>. Retrieved from <a href="http://minds-in-bloom.com/pass-it-on-creative-writing/">http://minds-in-bloom.com/pass-it-on-creative-writing/</a></p> <p>“Northardj.” (2013). Creative writing – short story elements [Image]. <i>SlideShare</i>. Retrieved from <a href="http://www.slideshare.net/northardj/creative-writing-short-story-elements-26464331">http://www.slideshare.net/northardj/creative-writing-short-story-elements-26464331</a></p> <p>The original lesson has the students choosing a picture as a writing prompt, but I would like to have students create something that mirrors a prior lesson theme (e.g., fear, body snatching, Chernobyl, <i>Frankenstein</i> setting, etc.). Students will choose from a list of previous lessons for the writing prompt. Students will also write more than a “beginning, middle, and end” to the short stories. I would like to have my seniors write the <b>exposition, rising action, climax, falling action, and the resolution</b>.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Some previous knowledge is needed of the previous lessons in the unit, but not necessarily. Because this is a creative writing assignment, and the papers will be passed from one group to another, they can really take the stories anywhere they would like to. Students will also be placed in groups of 4-5, so the odds of every student in a group not knowing about the previous lessons is pretty slim.
How will you address students who do not have this prior knowledge?	Students who missed a few days of the prior lesson lectures will be placed in groups with students who were in class a majority/all of the time.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• Sheet of paper (students)</li> <li>• Pens/pencils (students)</li> <li>• Instruction/prompt sheet (see appendix K)</li> </ul>

	These materials are necessary because students will be writing their elements of the short story and then passing it to another group. Nothing fancy is needed – just pens, paper, and the instruction sheet.
Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed.</li> <li>• ELLs and students who struggle with writing will be placed in groups with strong writers.</li> <li>• Handouts will also be printed for students who would like a physical copy.</li> </ul>

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	Given the “pass-around” writing style, students will build on previous ideas to create a coherent short story for a grade.	Paper, pen, instruction sheet: students will write a creative short story in groups of 4-5. Students will choose a prompt from the instruction sheet and write the exposition. They will then pass their piece of paper to another group which will write the rising action, and so on until all short story components have been written. The stories should be coherent from beginning to end even though five different groups contributed to each.	Formal – group creative writes will be collected at the end of class for a grade.
<b>12.2.W.5</b> Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	Given electronic dictionaries, students may use their cell phones/laptops to look up any unknown words during the writing assignment.	Above	Informal – make sure students are only using their phones for dictionary/thesaurus searches.

## Today’s Essential Question(s) and/or Anticipatory Set

Essential Question	How will this activity help me become a more flexible writer?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2	Perform housekeeping activities	Listen quietly and answer when necessary	
10	<p>Split students into groups of 4-5 and pass out the prompt/instruction sheet.</p> <p>Explain the instructions to students and ask that they pick a writing topic as a group:</p> <ol style="list-style-type: none"> <li>1. Your group will write the <b>exposition</b> paragraph of your short story.</li> <li>2. Once you are finished, you will trade with another group who will write the <b>rising action</b> component of your story.</li> <li>3. They will then trade with a group who will write the <b>climax</b> of the story, and so on until all five paragraphs have been written (exposition – resolution).</li> <li>4. The group who writes the <b>resolution</b> will hand the paper back to the original group when finished.</li> <li>5. You will have about 7 minutes to write each paragraph. Paragraphs can be short. Don't worry about length. Just be creative and write for the full time!</li> <li>6. You may use your phones to look up unknown vocabulary words/synonyms if needed.</li> </ol>	<p>Get into groups, arrange desks if necessary, and help pass out instruction sheet.</p> <p>Listen quietly as instructions are explained, and ask for clarification if needed.</p>	Make sure stronger writers are in groups with weaker writers: rearrange students if needed.



	7. We will read stories aloud once everyone is done.		
6.5	Tell groups to begin writing.  Visually assess group participation and writing. Help when necessary.	First round: choose topic & write <b>exposition</b> paragraph.  Trade papers with another group when time is up.	Remind students which paragraph they are working on at the beginning of each round.
6.5	Visually assess group participation and writing. Help when necessary.	Second round: write <b>rising action</b> paragraph.	
6.5	Visually assess group participation and writing. Help when necessary.	Third round: write <b>climax</b> paragraph.  Trade papers with another group when time is up.	
6.5	Visually assess group participation and writing. Help when necessary.	Fourth round: write <b>falling action</b> paragraph.  Trade papers with another group when time is up.	
6.5	Visually assess group participation and writing. Help when necessary.  Bring class back together for readings after this round.	Final round: write <b>resolution</b> paragraph.  Give paper to original group when time is up.	
10.5	Ask for groups to share their finished short stories.	All groups will share their finished stories. Only one member from each is required to read, but they can pass the story around to group members if desired.	

## Week 3

### Daily Lesson Information

Lesson title	Romantic Era Art (Day 11)
Lesson Purpose/Rationale	Students are familiar with the emotions of 19 <sup>th</sup> century citizens at this point in the unit, so I would like to have them analyze a painting that was created by Caspar David Friedrich in 1818. Students will connect the painting to moods and emotions of the 19 <sup>th</sup> century, and will use the short lecture over the tenets of Romanticism as a reference point while reading Shelley's <i>Frankenstein</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will create a short analysis of Friedrich's painting, <i>Wanderer above the Sea of Fog</i> . Students will look at images in the painting as well as the chosen colors, and the evoked mood. Students will use these observations to answer why they think the artist made the imagery/mood/tone choices he did. After this individual analysis, students will share in groups, and then participate in a lecture over the tenets of Romanticism.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Friedrich, Caspar David. (1818). <i>Wanderer above the sea of fog</i>. [Oil on canvas]. Kunsthalle Hamburg, Hamburg, GR.</p> <p>Halstead, Jody. <i>Jackson square in New Orleans</i>. [Photograph]. Retrieved from <a href="http://www.minitime.com/trip-tips/Camping-in-New-Orleans-French-Quarter-article">http://www.minitime.com/trip-tips/Camping-in-New-Orleans-French-Quarter-article</a></p> <p>Mayer, L. R. (2009) <i>A Teacher's Guide to the Signet Classics Edition of Mary Shelly's Frankenstein</i>. New York, NY: Penguin Group USA Inc.</p> <p>Lesson plan is from the teacher's guide to <i>Frankenstein</i> and did not need any modifications for my unit. However, I did add a journal entry "bellwork" assignment as well as instructional handouts to accompany the lesson.</p>

### Daily Lesson Plan Summary

Prior knowledge needed for success	No prior knowledge needed for success.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• Image of French Quarter for bellwork (see appendix L)</li> <li>• Friedrich's painting displayed on the board (see appendix L)</li> <li>• Construction paper/printer paper</li> <li>• Instruction sheet (see appendix L)</li> <li>• Markers</li> <li>• Pens/pencils (student provided)</li> </ul>
Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed</li> <li>• ELLs will be sat next to strong readers/writers for the assignment.</li> </ul>

	<ul style="list-style-type: none"> <li>Students with vision impairments will be placed at the front of the classroom to better view the painting.</li> </ul>
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## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.7.R.1</b> Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.	Given Friedrich's painting, students will analyze the meaning of the imagery and artistic choices for a grade.	Construction paper, markers, pens, instruction sheet: Students will analyze Friedrich's painting according to the instruction sheet (see appendix L). Students will connect their analysis to the tenets of Romanticism, and they will later see that those same themes are utilized in <i>Frankenstein</i> and other works of the era.	Formal – student analyses will be graded for completion.
<b>12.7.R.2</b> Students will analyze the impact of selected media and formats on meaning.	Given the short lecture on the tenets of Romanticism, students will connect the painting to 19 <sup>th</sup> century themes and beliefs which will help them while reading <i>Frankenstein</i> .	Above	Informal – visually assess that all students are actively engaged in the lecture, and participating in the following, brief discussion.

## Today's Essential Question(s) and/or Anticipatory Set

Essential Question	How does this painting embody the mood and themes of the Romantic era and <i>Frankenstein</i> ?
Anticipatory Set	Students will view an image of New Orleans' French Quarter and quickly write about the image: What is the first thing you noticed in the image? What is something that you noticed after viewing the image for a longer amount of time? (see appendix L)

	Students will use this quick write as a warm-up to the analysis they will do of Friedrich's painting later in the lesson.
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Provide the journal prompt to the students by projecting it on the board. Perform any housekeeping tasks.	Quietly answer the provided journal prompt.	
7	Hand out the instruction sheet for the analysis of Friedrich's painting and display the painting on the board.  Read over the instruction sheet, and tell students that they will be performing this analysis individually.  Pass out construction paper and place markers strategically around the room so that multiple students can use the same package.	Listen to instructions and ask questions if necessary.  Pass construction paper to neighbors.	
25	Give students time to complete their analysis of the work of art.  Recommend that they save their drawing of the painting for last so they don't spend too much time on it.	Work on their analyses and drawings.	
15	Bring the class back together for discussion: 1. Ask that students get into small groups of 5-6 and share their personal analyses of the painting. 2. Bring class back together for brief lecture on the tenets of Romanticism: the mood and themes evokes by the painting are the same elements	Get into small groups and share their analyses. Quietly listen to the lecture on Romanticism, and ask questions if necessary. Participate in following discussion.	

	<p>you will be seeing in <i>Frankenstein</i> as well as other works from the era.</p> <p>3. <b>List on the board:</b> characterization of nature as a healing force; use of the supernatural; emphasis on human individuality; belief in innate goodness; and the advocacy of free thought.</p> <p>4. Ask if students wrote anything similar to the above themes (e.g, serenity, the individual, nature healing, etc.).</p>		
3	Collect all analyses from students, and straighten the room.	Pass all analyses to the front and help straighten the classroom.	Painting analyses will be graded for completion.

## Daily Lesson Information

Lesson title	Romantic Era Poetry (Day 12)
Lesson Purpose/Rationale	Students will be familiar with the themes of Romantic era works after the previous day's lesson on Friedrich's painting. Students will be able to apply this knowledge to the reading of the poem, and will be able to fill out an anchor chart that asks Romantic theme specific questions (e.g., what gifts does he receive from Nature?).
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will follow along as <i>Lines Written a Few Miles above Tintern Abbey</i> is read aloud to them. Students will annotate and highlight the poem. Students will then help fill out an anchor chart that asks Romantic theme specific questions (e.g., what gifts does he receive from Nature?). The anchor chart will be hung in the classroom, and can be referenced while reading <i>Frankenstein</i> because of the similar themes in the two works.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Mayer, L. R. (2009) <i>A Teacher's Guide to the Signet Classics Edition of Mary Shelly's Frankenstein</i>. New York, NY: Penguin Group USA Inc.</p> <p>Wordsworth, William. (1798). <i>Lines written a few miles above tintern abbey</i>. Retrieved from <a href="https://www.poets.org/poetsorg/poem/lines-composed-few-miles-above-tintern-abbey-revisiting-banks-wye-during-tour-july-13">https://www.poets.org/poetsorg/poem/lines-composed-few-miles-above-tintern-abbey-revisiting-banks-wye-during-tour-july-13</a></p> <p>Lesson plan is from the teacher's guide to <i>Frankenstein</i> and did not need any modifications for my unit.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have been present for the prior lesson over Friedrich's painting to have received the short lecture over the tenets of Romanticism, which will relate to today's lesson.
How will you address students who do not have this prior knowledge?	Students who were not in class for the previous lesson can copy notes from a classmate (select a classmate known for taking good lecture notes). Notes should include the following: characterization of nature as a healing force; use of the supernatural; emphasis on human individuality; belief in innate goodness; and the advocacy of free thought. Check student notes at the end of class to be sure they have the resources they need.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• Handout of poem for each student (see appendix M)</li> <li>• Highlighters and pens (student provided)</li> <li>• Butcher paper</li> <li>• Tape</li> <li>• Markers</li> </ul> <p>All of these materials will help to produce the anchor chart that can be referenced throughout the reading of <i>Frankenstein</i>. Students will annotate their copy of Wordsworth's poem as I read aloud, and then they will help me fill out the anchor chart.</p>

Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed.</li> <li>• ELLs will be placed next to stronger readers, but the discussion environment alone should help them.</li> <li>• Students with visual impairments will be sat near the front of the classroom.</li> </ul>
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## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.3.R.1</b> Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informal genres.	Given Wordsworth's poem, students will connect the prior lesson on Friedrich's painting to the themes of the Romantic era.	Poem and materials for anchor chart: students will annotate and highlight Wordsworth's poem while I read aloud. After the reading, students will help me fill out an anchor chart that can be referenced while reading <i>Frankenstein</i> .	Informal – visually assess that students are actively engaged in discussion and the completion of the chart.
<b>12.3.R.3</b> Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.	Given Wordsworth's poem, students will fill out an anchor chart which can be used for reference throughout the remainder of the unit.	Above	Formal – student annotated poems will be graded for participation.

## Today's Essential Question(s) and/or Anticipatory Set

Essential Question	How does this poem remind me of the Romantic aspects of Friedrich's painting?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2	Perform housekeeping activities.	Listen quietly and respond when necessary.	
5	Hand out copies of Wordsworth's poem to all students. Tell them that they will need to annotate and highlight aspects of the poem that they think are significant as the poem is read aloud.	Listen to directions. Get out pens and highlighters.	
25	Read <i>Lines written a Few Miles above Tintern Abbey</i> aloud to students.	Follow along with the reading and highlight/annotate when necessary.	Have your own copy annotated to answer the following questions before the lesson. Students will probably need help finding the answers in the poem because of its difficulty.
13	<p>Ask students to help you fill out an anchor chart that answers the following questions:</p> <ol style="list-style-type: none"> <li>1. How does the poet feel when he revisits the banks of the Wye?</li> <li>2. What gifts does he receive from Nature?</li> <li>3. What does the poet mean by the use of the word <i>sublime</i>?</li> <li>4. How does Nature serve the poet?</li> </ol> <p>This chart can be referenced throughout the reading of <i>Frankenstein</i>. Students can make connections between the texts while they read.</p>	Help answer the questions which will be written on the anchor chart.	Above
5	<p>Pick up annotations from students for grading.</p> <p>Hang the chart on the wall.</p>	Pass forward annotated poems and help hang the chart on the classroom wall.	



## Daily Lesson Information

Lesson title	Vocab Concept Maps & Reading Pre-Test (Day 13)
Lesson Purpose/Rationale	Students are about to begin reading <i>Frankenstein</i> , and I would like to build an understanding of the Romantic vocabulary that will also be beneficial throughout the reading of the novel. Students will be able to reference the provided vocabulary list, and the student created concept map when they encounter words that they are unfamiliar with. This starting point for the Romantic vocabulary will help students be less intimidated by Shelley's word choice in the novel.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will create a vocabulary concept map that will be displayed in the room throughout the remainder of the unit. Students will select a word from the list of <i>Frankenstein</i> vocabulary. They will then create a "map" of that word which includes the definition, and illustration, and an example sentence. Student maps will be displayed on the wall for reference throughout the unit as a way to make students more comfortable with Romantic era vocabulary.
Lesson length	55 minutes
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Mayer, L. R. (2009) <i>A Teacher's Guide to the Signet Classics Edition of Mary Shelly's Frankenstein</i>. New York, NY: Penguin Group USA Inc.</p> <p><i>Final Essay for Frankenstein</i>. Retrieved from <a href="http://www.misterhurst.com/images/%20MisterhurstPDFs/Books/Ninth/Frankenstein.pdf">http://www.misterhurst.com/images/%20MisterhurstPDFs/Books/Ninth/Frankenstein.pdf</a></p> <p>Lomauro, M. <i>Frankenstein alternative assessment – Insert a chapter</i> [File Download].</p> <p><i>Frankenstein Vocabulary</i>. Retrieved from <a href="http://images.pcmac.org/SiSFiles/Schools/Al/LauderdaleCounty/LauderdaleHigh/Uploads/DocumentsCategories/Documents/frankenstein_vocabulary.pdf">http://images.pcmac.org/SiSFiles/Schools/Al/LauderdaleCounty/LauderdaleHigh/Uploads/DocumentsCategories/Documents/frankenstein_vocabulary.pdf</a></p> <p>Taylor, Alicia. <i>Writing Margaret Saville's Responses</i>. Study.com. Retrieved from <a href="http://study.com/academy/lesson/frankenstein-project-ideas.html">http://study.com/academy/lesson/frankenstein-project-ideas.html</a></p> <p>This vocabulary lesson comes from the teacher's guide to <i>Frankenstein</i>. No modification to the lesson was necessary.</p> <p>I included the following citations in the final project assignment sheet handout (see Appendix N): 1) Final Essay for <i>Frankenstein</i>, 2) <i>Frankenstein Alternative Assessment – Insert a Chapter</i>, and 3) <i>Writing Margaret Saville's Responses</i>.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Some vocabulary knowledge will be needed, but the definitions are also displayed on the vocabulary sheet.
How will you address students who do not	Students who struggle with difficult vocabulary should be partnered with students who do not. This tactic will help

have this prior knowledge?	
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• Class set of Mary Shelley's <i>Frankenstein</i></li> <li>• Final project assignment sheet (see Appendix N)</li> <li>• Copies of <i>Frankenstein</i> reading schedule (see Appendix B)</li> <li>• During reading worksheet (see Appendix O)</li> <li>• Copies of <i>Frankenstein</i> vocabulary words (link above)</li> <li>• Construction paper</li> <li>• Markers</li> <li>• White board (to write vocab map requirements on for reference)</li> </ul> <p>All of these materials will give students a multitude of reference points. Students will be receiving materials that they can use throughout the remainder of the unit. They will also receive construction paper and markers to create their vocab maps, and the requirements will be displayed on the board to avoid repetition in the classroom.</p>
Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed</li> <li>• ELLs and students who struggle with difficult vocabulary may be rearranged into groups that will be able to help with the vocabulary.</li> </ul>

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Given the vocabulary list, students will create a concept map which will help while reading the novel for a grade.	Vocabulary sheet, markers, and construction paper: students will create vocabulary concept maps which include the word; the definition; an illustration; and an example sentence. These maps will be displayed in the classroom for the remainder of the unit.	Formal – maps will be graded for accuracy.
<b>12.4.R.5</b> Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related	Given the vocabulary list, students will find the necessary resources and definitions for their concept maps.	Above	Above

references (print and/or electronic) as needed.			
<b>12.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.	Given the concept map activity, students will select appropriate examples of the chosen words to later reference.	Above	Above

## Today's Essential Question(s) and/or Anticipatory Set

Essential Question	How will having this map of vocabulary words help me while I read <i>Frankenstein</i> ?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2	Perform housekeeping tasks and hand out the assignment sheet for the final project.	Listen quietly, answer when necessary, and help pass assignment sheet to neighbors.	
10	<p>Ask that students get out their reading schedule for <i>Frankenstein</i> that was provided on the first day of the unit. Give new copies to students who lost them.</p> <p>Explain how the schedule will work for the next week and a half:</p> <ol style="list-style-type: none"> <li>1. You will read four chapters of <i>Frankenstein</i>, nightly, on your own (you will need to read Letters 1-4 by tomorrow).</li> <li>2. You will be required to take a reading quiz each day in class for the previous night's</li> </ol>	Listen to instructions and ask questions when necessary. Help distribute handouts/novels to neighbors.	Have extras of the reading worksheet in the classroom at all times: students will most likely lose them, and it is important that they know where to get more without having to ask.

	<p>readings. This is 7 quizzes in total.</p> <p>3. You will also have a worksheet to fill out while you read that will help with discussion each day.</p> <p>Hand out reading worksheet (7 per student).</p> <p>Hand out copies of <i>Frankenstein</i>.</p> <p>Ask if students have any further questions, and clarify when needed.</p>		
10	<p>Write the following on the board as the pre-test: <b>in 4-5 sentences, tell me what you think you will like about reading <i>Frankenstein</i>. What interests you as of right now?</b></p> <p>Collect tests after 10 minutes</p>	<p>Answer question on separate piece of paper and turn in after the writing time is up.</p>	<p>Pre-test will be graded for completion.</p>
10	<p>Pass out Frankenstein vocab sheet. Tell students that they can hold on to the sheet for the remainder of the unit as a reference while reading.</p> <p>Tell students to get with a partner, and then assign the groups (there are 13 word groupings on the vocab sheet: each group should be assigned one of those groupings – assuming there are about 26 students in the classroom).</p> <p>Hand out pieces of colored construction paper to each student.</p> <p>Vocab concept map instructions:</p> <ol style="list-style-type: none"> <li>1. You and your partner will each pick a word from the word grouping you have</li> </ol>	<p>Get into groups and listen to instructions. Ask questions when necessary.</p>	<p>Write vocabulary map requirements on the board:</p> <ol style="list-style-type: none"> <li>1. The word</li> <li>2. The definition</li> <li>3. An illustration</li> <li>4. An example sentence</li> </ol>

	<p>been assigned. You may not pick the same word.</p> <ol style="list-style-type: none"> <li>2. On you piece of construction paper, you will each create a "map" of your chosen word. Your map should include 1) the word, 2) the definition, 3) an illustration, and 4) an example sentence that includes the word.</li> <li>3. You may use your phones for example sentence help if needed.</li> <li>4. I will collect all of the pieces of construction paper at the end of class, and I will place them on the wall for visual reference throughout your readings.</li> </ol> <p>Ask if students have any questions and clarify if needed.</p>		
20	Tell them to begin their map creations. Walk around the room and help when needed.	Create their concept maps with the provided paper and markers.	
3	<p>Collect pieces of construction paper at the end of class.</p> <p>Tell students who are not finished that their maps are due at the beginning of class the next day.</p> <p>Grade maps for accuracy, and then hang on the wall. Edit before hanging if anything is incorrect.</p> <p><b>Remind students to read Letters 1-4 for homework</b></p>	<p>Turn in concept maps at the end of class.</p> <p>If not finished, finish at home and turn in, in the morning.</p> <p>Read Letters 1-4 for homework.</p>	Vocab maps will be graded for accuracy.

## Daily Lesson Information

Lesson title	<i>Frankenstein</i> Readings and Discussion (Day 14-20)
Lesson Purpose/Rationale	Students will be required to do all of their readings at home, on their own time. I have chosen to do this because they are in 12 <sup>th</sup> grade, and they need to be held accountable for their actions. Students will be held accountable through class discussion participation and reading quizzes. 12 <sup>th</sup> grade students should be able to navigate Mary Shelley's <i>Frankenstein</i> well on their own with the use of the Reading Worksheet and with the prior knowledge that has been established throughout the unit.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	For the next 7 class periods, students will discuss their experiences while reading <i>Frankenstein</i> , any questions they still have, connections they made while reading, etc. Students will be able to view movie clips if necessary. They will also be required to take daily reading quizzes to hold them accountable for their nightly readings. The next 7 class periods will be very systematic: view previous quiz grade, take new quiz, and discuss readings as a group.
Lesson length	55 minutes x7
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Frankenstein Chapter Quizzes. <i>SoftSchools</i>. Retrieved from <a href="http://www.softschools.com/quizzes/literature/">http://www.softschools.com/quizzes/literature/</a></p> <p>Fuchs, F. (Producer). Branagh, K. (Director). (1994). <i>Mary Shelley's Frankenstein</i> [Motion picture]. United States: TriStar Pictures.</p> <p>Mayer, L. R. (2009) <i>A Teacher's Guide to the Signet Classics Edition of Mary Shelly's Frankenstein</i>. New York, NY: Penguin Group USA Inc.</p> <p>Shelley, M. W., &amp; Hindle, M. (2003). <i>Frankenstein, or, The modern Prometheus</i>. London: Penguin Books.</p> <p>I created the basic ideas for the lesson (the discussion, the vocab quizzes, and the video clips when needed), but they all came from the links above. Discussion questions were found in the teacher's guide, and vocab quizzes were reformatted from quizzes found on the SoftSchools website.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Each day, students will need to have completed the assigned readings. A reading schedule was provided to them at the beginning of the unit, and again in the lesson prior to this one, so they are aware of the reading expected of them each day.
How will you address students who do not have this prior knowledge?	Students who do not do their nightly readings will not do exceptionally well during the reading quizzes, or while discussing the chapters. Students will be held accountable in this way: there are no second chances for reading quizzes or participation points at this point in the unit. Students who do not do their nightly readings will simply have to play catch-up by reading the forgotten/ignored chapters at another time. This will mean more reading per night for the student, so I do not highly recommend putting off <i>Frankenstein</i> readings.
Materials for instruction (include rationale for	<ul style="list-style-type: none"> <li>• Daily reading quizzes – answer key included (see Appendix P)</li> <li>• Frankenstein reading worksheet (see Appendix O)</li> </ul>

why the materials are appropriate)	<ul style="list-style-type: none"> <li>Frankenstein discussion questions (see Appendix Q)</li> <li>Frankenstein movie clips (Branagh, 1994)</li> </ul> <p>All of the above materials will hold students accountable for their readings. Because we are not reading the novel together as a class, it is crucial that they students utilize the reading worksheet while reading. Students will also be required to take a reading quiz over the night's assigned chapters at the beginning of every class. The list of discussion questions will help guide discussion when needed, but students will also have their reading worksheets to reference (e.g., any questions they have, things they liked, etc.). Branagh's entire film will not be shown in class, but clips of the film will be shown for parts of the novel that seem especially difficult for students to understand/visualize.</p>
Accommodations and modifications	<ul style="list-style-type: none"> <li>IEPs will be followed</li> <li>Students who struggle with the reading quizzes will be given more time to complete them on a case-by-case basis.</li> <li>Students who struggle with completing the assigned readings consistently will have their reading schedule extended on a case-by-case basis.</li> <li>Students who struggle with processing information will be given quiz questions in chunks – not all 10 questions at once.</li> </ul>

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Given the discussion setting, students will respectfully listen to and contribute to discussion for a participation grade.	Discussion questions, Frankenstein Reading Worksheet: students will participate in discussion over the previous night's readings as a class.	Below
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the	Given the <i>Frankenstein</i> Reading Worksheet, students will add to discussion by expressing their experiences while reading, and questions they still have, for a participation grade.	Above	Below

ideas of others in pairs, diverse groups, and whole class settings.			
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Given the daily reading quizzes, students will recall aspects from the chapters with accuracy for a grade.	Reading quizzes: students will take reading quizzes every day over the previous night's readings. Students will not be able to re-take these quizzes if they do poorly on them.	Formal – reading quizzes will be graded for accuracy.
<b>12.3.R.7</b> Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide evidence to support their inferences.	Given the <i>Frankenstein</i> Reading Worksheet, students will make connections to their lives and other texts from the unit for a completion grade.	Above	Formal – <i>Frankenstein</i> Reading Worksheets will be graded for completion.

## Today's Essential Question(s) and/or Anticipatory Set

Essential Questions	Am I understanding the assigned readings? Do I need help with the readings outside of the Reading Worksheet? What can I do to further understand <i>Frankenstein</i> ? Am I doing well on the daily reading quizzes? Should I be asking for additional help?
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## Today's Minute by Minute (Tick Tock) (Day 14)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform housekeeping tasks.	Listen quietly and answer when necessary.	
15	Hand out reading quiz for Letters 1-4. Students	Help pass reading quiz to neighbors, and silently	



	have ~15 minutes to complete the quiz.	complete reading quiz in 15 minutes.	
2	Have students pass forward their quizzes.	Finish quiz and pass forward for grading.	Quizzes will be graded for accuracy and returned the following day.
10	Lead a discussion using questions from the discussion sheet (see Appendix R).	Participate respectfully in discussion.	Directly call on students/groups of students if discussion is not flowing smoothly.
20	Ask students to get out their Reading Worksheets. Ask if anyone would like to share something from theirs (e.g., words that confused them, questions they have from reading, something they liked, connections they made, etc.). Discuss as a class based on which questions are asked/which statements are made.	Participate respectfully in discussion	Watch a few short movie clips if discussion is particularly difficult for students.  Ask if the movie scene helped clarify anything for them.
3	Pick up reading worksheets from students. Grade for completion.  Remind students to read chapters 1-4, and to fill out their reading worksheets in preparation for tomorrow's quiz and discussion.	Pass forward reading worksheets, and help clean up classroom.	

## Today's Minute by Minute (Tick Tock) (Day 15)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform housekeeping tasks.  Pass back prior day's reading quiz.	Listen quietly and answer when necessary.  Look over previous reading quiz.	Students may glance at their grade and the questions they answered incorrectly, but they may not keep the quiz for fear that they will have photo-evidence of the test.

			Pick quizzes back up after the few minutes.
15	Hand out reading quiz for chapters 1-4. Students have ~15 minutes to complete the quiz.	Help pass reading quiz to neighbors, and silently complete reading quiz in 15 minutes.	
2	Have students pass forward their quizzes.	Finish quiz and pass forward for grading.	Quizzes will be graded for accuracy and returned the following day.
10	Lead a discussion using questions from the discussion sheet (see Appendix R).	Participate respectfully in discussion.	Directly call on students/groups of students if discussion is not flowing smoothly.
20	Ask students to get out their Reading Worksheets. Ask if anyone would like to share something from theirs (e.g., words that confused them, questions they have from reading, something they liked, connections they made, etc.). Discuss as a class based on which questions are asked/which statements are made.	Participate respectfully in discussion	Watch a few short movie clips if discussion is particularly difficult for students.  Ask if the movie scene helped clarify anything for them.
3	Pick up reading worksheets from students. Grade for completion.  Remind students to read chapters 5-8, and to fill out their reading worksheets in preparation for tomorrow's quiz and discussion.	Pass forward reading worksheets, and help clean up classroom.	

## Week 4

### Today's Minute by Minute (Tick Tock) (Day 16)

Time (minutes)	The teacher will...	The students will....	Additional information...
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5	<p>Perform housekeeping tasks.</p> <p>Pass back prior day's reading quiz.</p>	<p>Listen quietly and answer when necessary.</p> <p>Look over previous reading quiz.</p>	<p>Students may glance at their grade and the questions they answered incorrectly, but they may not keep the quiz for fear that they will have photo-evidence of the test. Pick quizzes back up after the few minutes.</p>
15	<p>Hand out reading quiz for chapters 5-8. Students have ~15 minutes to complete the quiz.</p>	<p>Help pass reading quiz to neighbors, and silently complete reading quiz in 15 minutes.</p>	
2	<p>Have students pass forward their quizzes.</p>	<p>Finish quiz and pass forward for grading.</p>	<p>Quizzes will be graded for accuracy and returned the following day.</p>
10	<p>Lead a discussion using questions from the discussion sheet (see Appendix R).</p>	<p>Participate respectfully in discussion.</p>	<p>Directly call on students/groups of students if discussion is not flowing smoothly.</p>
20	<p>Ask students to get out their Reading Worksheets. Ask if anyone would like to share something from theirs (e.g., words that confused them, questions they have from reading, something they liked, connections they made, etc.). Discuss as a class based on which questions are asked/which statements are made.</p>	<p>Participate respectfully in discussion</p>	<p>Watch a few short movie clips if discussion is particularly difficult for students.</p> <p>Ask if the movie scene helped clarify anything for them.</p>
3	<p>Pick up reading worksheets from students. Grade for completion.</p> <p>Remind students to read chapters 9-12, and to fill out their reading worksheets in preparation for tomorrow's quiz and discussion.</p>	<p>Pass forward reading worksheets, and help clean up classroom.</p>	

## Today's Minute by Minute (Tick Tock) (Day 17)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	<p>Perform housekeeping tasks.</p> <p>Pass back prior day's reading quiz.</p>	<p>Listen quietly and answer when necessary.</p> <p>Look over previous reading quiz.</p>	<p>Students may glance at their grade and the questions they answered incorrectly, but they may not keep the quiz for fear that they will have photo-evidence of the test. Pick quizzes back up after the few minutes.</p>
15	<p>Hand out reading quiz for chapters 9-12. Students have ~15 minutes to complete the quiz.</p>	<p>Help pass reading quiz to neighbors, and silently complete reading quiz in 15 minutes.</p>	
2	<p>Have students pass forward their quizzes.</p>	<p>Finish quiz and pass forward for grading.</p>	<p>Quizzes will be graded for accuracy and returned the following day.</p>
10	<p>Lead a discussion using questions from the discussion sheet (see Appendix R).</p>	<p>Participate respectfully in discussion.</p>	<p>Directly call on students/groups of students if discussion is not flowing smoothly.</p>
20	<p>Ask students to get out their Reading Worksheets. Ask if anyone would like to share something from theirs (e.g., words that confused them, questions they have from reading, something they liked, connections they made, etc.). Discuss as a class based on which questions are asked/which statements are made.</p>	<p>Participate respectfully in discussion</p>	<p>Watch a few short movie clips if discussion is particularly difficult for students.</p> <p>Ask if the movie scene helped clarify anything for them.</p>
3	<p>Pick up reading worksheets from students. Grade for completion.</p> <p>Remind students to read chapters 13-16, and to fill out their reading worksheets in preparation for</p>	<p>Pass forward reading worksheets, and help clean up classroom.</p>	

	tomorrow's quiz and discussion.		
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## Today's Minute by Minute (Tick Tock) (Day 18)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform housekeeping tasks.  Pass back prior day's reading quiz.	Listen quietly and answer when necessary.  Look over previous reading quiz.	Students may glance at their grade and the questions they answered incorrectly, but they may not keep the quiz for fear that they will have photo-evidence of the test. Pick quizzes back up after the few minutes.
15	Hand out reading quiz for chapters 13-16. Students have ~15 minutes to complete the quiz.	Help pass reading quiz to neighbors, and silently complete reading quiz in 15 minutes.	
2	Have students pass forward their quizzes.	Finish quiz and pass forward for grading.	Quizzes will be graded for accuracy and returned the following day.
10	Lead a discussion using questions from the discussion sheet (see Appendix R).	Participate respectfully in discussion.	Directly call on students/groups of students if discussion is not flowing smoothly.
20	Ask students to get out their Reading Worksheets. Ask if anyone would like to share something from theirs (e.g., words that confused them, questions they have from reading, something they liked, connections they made, etc.). Discuss as a class based on which questions are asked/which statements are made.	Participate respectfully in discussion	Watch a few short movie clips if discussion is particularly difficult for students.  Ask if the movie scene helped clarify anything for them.
3	Pick up reading worksheets from students. Grade for completion.	Pass forward reading worksheets, and help clean up classroom.	

	Remind students to read chapters 17-20, and to fill out their reading worksheets in preparation for tomorrow's quiz and discussion.		
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## Today's Minute by Minute (Tick Tock) (Day 19)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform housekeeping tasks.  Pass back prior day's reading quiz.	Listen quietly and answer when necessary.  Look over previous reading quiz.	Students may glance at their grade and the questions they answered incorrectly, but they may not keep the quiz for fear that they will have photo-evidence of the test. Pick quizzes back up after the few minutes.
15	Hand out reading quiz for chapters 17-20. Students have ~15 minutes to complete the quiz.	Help pass reading quiz to neighbors, and silently complete reading quiz in 15 minutes.	
2	Have students pass forward their quizzes.	Finish quiz and pass forward for grading.	Quizzes will be graded for accuracy and returned the following day.
10	Lead a discussion using questions from the discussion sheet (see Appendix R).	Participate respectfully in discussion.	Directly call on students/groups of students if discussion is not flowing smoothly.
20	Ask students to get out their Reading Worksheets. Ask if anyone would like to share something from theirs (e.g., words that confused them, questions they have from reading, something they liked, connections they made, etc.). Discuss as a class based on which questions are asked/which statements are made.	Participate respectfully in discussion	Watch a few short movie clips if discussion is particularly difficult for students.  Ask if the movie scene helped clarify anything for them.

3	<p>Pick up reading worksheets from students. Grade for completion.</p> <p>Remind students to read chapters 21-24, and to fill out their reading worksheets in preparation for tomorrow's quiz and discussion.</p>	Pass forward reading worksheets, and help clean up classroom.	
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## Today's Minute by Minute (Tick Tock) (Day 20)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	<p>Perform housekeeping tasks.</p> <p>Pass back prior day's reading quiz.</p>	<p>Listen quietly and answer when necessary.</p> <p>Look over previous reading quiz.</p>	Students may glance at their grade and the questions they answered incorrectly, but they may not keep the quiz for fear that they will have photo-evidence of the test. Pick quizzes back up after the few minutes.
15	Hand out reading quiz for chapters 21-24 (& post-test). Students have ~15 minutes to complete the quiz.	Help pass reading quiz to neighbors, and silently complete reading quiz in 15 minutes.	
2	Have students pass forward their quizzes.	Finish quiz and pass forward for grading.	Quizzes will be graded for accuracy and returned the following day.
10	Lead a discussion using questions from the discussion sheet (see Appendix R).	Participate respectfully in discussion.	Directly call on students/groups of students if discussion is not flowing smoothly.
20	Ask students to get out their Reading Worksheets. Ask if anyone would like to share something from theirs (e.g., words that confused them, questions they have from reading, something they liked, connections they made, etc.).	Participate respectfully in discussion	<p>Watch a few short movie clips if discussion is particularly difficult for students.</p> <p>Ask if the movie scene helped clarify anything for them.</p>

	Discuss as a class based on which questions are asked/which statements are made.		
3	<p>Pick up reading worksheets from students. Grade for completion.</p> <p><b>Remind students to begin working on final projects over the weekend (due Day 24).</b></p>	Pass forward reading worksheets, and help clean up classroom.	



## Week 5

### Daily Lesson Information

Lesson title	In-Class Final Project Workshop & Conferences (Day 21-23).
Lesson Purpose/Rationale	Although students were given their final project assignment sheets on Day 13, I would like to give them extra time in class to work on their projects. Students can utilize this time to pose questions about their projects to the teacher or to their peers. This will also eliminate the possibility of students not having time to work on the projects while they are away from school (e.g., they don't have time because of work, or family life, etc.).
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will use the next three class periods to draft and finalize their chosen final projects. Students will be able to talk through their ideas with peers as well as with the teacher. Students will have the opportunity to ask any questions in class, and they will be certain of what is being asked of them for the final project by the end of the three work days (e.g., grammar rules, citations, clarifying prompts, etc.). All time in class should be used productively by the students.
Lesson length	55 minutes x3
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	Shelley, M. W., & Hindle, M. (2003). <i>Frankenstein, or, The modern Prometheus</i> . London: Penguin Books.  There is no real <i>lesson</i> for these three class periods, rather, I would like to have students work on their projects in class so that they can be sure they have all of the resources and help that they will need.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need knowledge of the options for the final projects (handout provided on Day 13) as well as knowledge of <i>Frankenstein</i> in its entirety.
How will you address students who do not have this prior knowledge?	<i>Frankenstein</i> was read on the students' own time, so there is no reason that any student should not be finished with the novel at this point; especially because they also had the weekend to catch up on any readings that were missed. Students who have not finished their readings will need to do so before the projects are due (Day 24) in order to make a decent grade.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• Class set of laptops</li> <li>• Final project assignment sheet (see Appendix N)</li> <li>• Pieces of paper for students to draft on if needed.</li> </ul> <p>Students will use the next three days to work on their final projects in class. The above materials will help most students work on their projects, but they should be advised to bring any other materials they may personally need to work on their project as well (e.g., personal laptops, anything needed for teacher approved alternative projects, etc.).</p>

Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed</li> <li>• If needed, ELLs and students who have struggled throughout the unit will be given more time to work on their projects on a case-by-case basis.</li> </ul>
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## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.2.W.2</b> Students will plan (e.g., outline) and prewrite a first draft as necessary.	Given the time to work on final projects, students will draft their final projects during class if beneficial to them.	Laptops/any other materials needed to make progress on final project: students will have three days to work on their final project in class, and to ask any questions they may have. Students will be able to ask questions of peers. The teacher will also be available in a conference type setting to answer any questions, and help with the progression of final projects.	Informal – visually assess that all students are productively working on their final projects and asking questions when necessary.
<b>12.2.W.4</b> Students will edit and revise multiple drafts for local organization, enhanced transitions and coherence,	Given the time to work on final projects, students will edit and revise their work until they are satisfied with the final product.	Above	Above
<b>12.5.W.1</b> Students will write using correct mechanics.	Given the assignment sheet, students will write with little to no mechanical errors for a final grade.	Above	Formal – will be assessed during final presentations/final grading.
<b>12.5.W.3</b> Students will demonstrate command of Standard American English, grammar, mechanics, and	Given the assignment sheet, students will write with little to no grammatical errors for a final grade.	Above	Formal – will be assessed during final presentations/final grading.

usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.			
<b>12.6.R.1</b> Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	Given the first final project option, students will develop a well-written thesis that will ground their essay for a grade.	Above	Formal – will be assessed during final presentations/final grading.
<b>12.6.R.2</b> Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.	Given the assignment sheet, students will use correct MLA citation form with 100% accuracy, when necessary.	Above	Formal – will be assessed during final presentations/final grading.

## Today's Essential Question(s) and/or Anticipatory Set

Essential Questions	Is there anything I need to help me with my final project? Do I fully understand what is expected of me for the final project?
---------------------	---

## Today's Minute by Minute (Tick Tock) (Day 21)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform any housekeeping activities.	Listen quietly and respond when necessary.	Pass back the final <i>Frankenstein</i> quizzes as well as any other graded quizzes that have not yet been returned. Pick them

			back up after the few minutes.
10	<p>Explain that students may use today to work on their final projects.</p> <p>Recommend that they utilize the class set of laptops if desired.</p> <p>Recommend that they use this time to ask the teacher as well as their classmates any questions that they may have. Talking through their ideas is a great way to get the writing process started.</p> <p>Recommend that they begin – and attempt to finish – a first draft of their project by the end of class.</p> <p>Ask if they have any questions before they begin.</p>	<p>Get any materials they may need to work on their final project.</p> <p>Ask questions for clarification if necessary.</p>	
35	<p>Be available at desk to answer any student questions in a conference type form. Tell students that they can write their names on the board if they wish to speak with you about their projects. Meet with students in the order that their names appear on the board.</p>	<p>Work on their projects for the remainder of the class period. Ask any questions of teacher/peers when needed.</p>	
5	<p>Tell students to wrap up what they are working on, and to help straighten up the room.</p> <p>Tell them that if their question was not answered today, that you will be available by email. Tell them that they will also have the next two class periods to work on their projects and ask any questions.</p>	<p>Wrap up what they are working on and help straighten the room – fix desks/put away laptops/etc.</p>	

## Today's Minute by Minute (Tick Tock) (Day 22)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform any housekeeping activities.	Listen quietly and respond when necessary.	
10	<p>Explain that students may use today to work on their final projects.</p> <p>Recommend that they utilize the class set of laptops if desired.</p> <p>Recommend that they use this time to ask the teacher as well as their classmates any questions that they may have. Talking through their ideas is a great way to get the writing process started.</p> <p>Recommend that they edit their first drafts from the day before, and that they try to make some final decisions for their projects.</p> <p>Ask if they have any questions before they begin.</p>	<p>Get any materials they may need to work on their final project.</p> <p>Ask questions for clarification if necessary.</p>	
35	<p>Be available at desk to answer any student questions in a conference type form. Tell students that they can write their names on the board if they wish to speak with you about their projects. Meet with students in the order that their names appear on the board.</p>	<p>Work on their projects for the remainder of the class period. Ask any questions of teacher/peers when needed.</p>	
5	Tell students to wrap up what they are working on, and to help straighten up the room.	Wrap up what they are working on and help straighten the room – fix desks/put away laptops/etc.	

	Tell them that if their question was not answered today, that you will be available by email. Tell them that they will also have one more class period to work on their projects and ask any questions.		
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## Today's Minute by Minute (Tick Tock) (Day 23)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform any housekeeping activities.	Listen quietly and respond when necessary.	
10	<p>Explain that students may use today to work on their final projects.</p> <p>Recommend that they utilize the class set of laptops if desired.</p> <p>Recommend that they use this time to ask the teacher as well as their classmates any questions that they may have. Talking through their ideas is a great way to get the writing process started.</p> <p>Recommend that they have most of their projects done by the end of the class period. The projects will be due tomorrow and this is the best way to not have to worry about it at home.</p> <p>Ask if they have any questions before they begin.</p>	<p>Get any materials they may need to work on their final project.</p> <p>Ask questions for clarification if necessary.</p>	
35	Be available at desk to answer any student questions in a conference type form. Tell students that they can write their names on	Work on their projects for the remainder of the class period. Ask any questions of teacher/peers when needed.	

	the board if they wish to speak with you about their projects. Meet with students in the order that their names appear on the board.		
5	<p>Tell students to wrap up what they are working on, and to help straighten up the room.</p> <p>Tell them that if their question was not answered today, that you will be available by email.</p> <p><b>Tell them that their projects will be due tomorrow at the beginning of class regardless of when they present.</b></p>	Wrap up what they are working on and help straighten the room – fix desks/put away laptops/etc.	

## Daily Lesson Information

Lesson title	Final Project Presentations & Unit Evaluation (Days 24 & 25)
Lesson Purpose/Rationale	Students have worked hard on their final projects, and I would like for them to share the gist of their work with the rest of the class. Students will have time to briefly explain their final projects to the class and to the teacher, and they should absolutely be proud of their hard work.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will have roughly 4-5 minutes over the next two days to present their final projects to their peers and to the teacher. Final project presentations will not be graded for any specific criteria, rather, this is a way for students to show off their hard work, and what they know to the rest of the class. Students will respectfully listen while their peers present their projects. Students will also have the opportunity to evaluate the unit as a whole at the end of Day 25.
Lesson length	55 minutes x2
Grade level and course	12 <sup>th</sup> Grade – English IV
Source of lesson plan and how I modified it	<p>Shelley, M. W., &amp; Hindle, M. (2003). <i>Frankenstein, or, The modern Prometheus</i>. London: Penguin Books.</p> <p>There is no real <i>lesson</i> for these two class periods, rather, I would like for the students to present their projects to the class before they are given a final grade. Students will also fill out an evaluation form for the unit created by myself.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Student final projects <b>must</b> be finished by this date for full credit unless other arrangements have been made.
How will you address students who do not have this prior knowledge?	Students whose projects are not turned in at the beginning of class will only be able to receive a maximum grade of 50%, as stated to them in the assignment sheet.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>• Popsicle sticks for randomly drawing students</li> <li>• Evaluation forms for unit (see Appendix R)</li> </ul> <p>The popsicle sticks will ensure that students are randomly called to present their projects to the class over the two class periods. The evaluation form will help with modifications to the unit for the next class it is taught to.</p>
Accommodations and modifications	<ul style="list-style-type: none"> <li>• IEPs will be followed</li> <li>• Students who have anxiety/low confidence do not have to present their project to the class if they do not want to.</li> </ul>

## Daily Lesson Plan Details



Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support main idea.	Given the final project presentations environment, students will summarize their final project to the class (e.g., explain thesis and findings, explain letters, explain chapter, etc.) for a final unit grade.	Popsicle sticks and evaluation forms: students will be randomly drawn to present their final project in ~4 minutes or less. Students will also have the opportunity to evaluate the unit at the end of Day 25's class period.	Formal – presentations will not be graded, but the final projects will be graded for completeness according to option chosen, organization, being turned in on time, correct grammar, etc (rubric on assignment sheet).
<b>12.5.W.1</b> Students will write using correct mechanics.	Given the assignment sheet, students will write with little to no mechanical errors for a final grade.	Above	Formal – will be assessed during grading of final project.
<b>12.5.W.3</b> Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Given the assignment sheet, students will write with little to no grammatical errors for a final grade.	Above	Formal – will be assessed during grading of final project.
<b>12.6.R.1</b> Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	Given the first final project option, students will develop a well-written thesis that will ground their essay for a grade.	Above	Formal – will be assessed during grading of final project.
<b>12.6.R.2</b> Students will	Given the assignment sheet, students will use correct MLA	Above	Formal – will be assessed during

synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.	citation form with 100% accuracy, when necessary.		grading of final project.
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## Today's Essential Question(s) and/or Anticipatory Set

Essential Questions	How has this unit helped my understanding of the effects of scientific exploration? How has this unit helped my understanding of <i>Frankenstein</i> ?
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## Today's Minute by Minute (Tick Tock) (Day 24)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform any housekeeping tasks.	Listen quietly and respond when necessary.	Make sure you have popsicle sticks with each student's name on them before the class period.
5	Collect all final projects from students. Keep them in a file for the class – hand over final projects as students are drawn to present.	Turn in final project.	Any projects turned in after this point will be graded as late – maximum grade of 50%
45	Randomly draw popsicle sticks with student names to choose who will present their project.  Hand over final projects as students are drawn to present.  Keep time of student presentations and signal to wrap up the presentation at around 4 minutes if necessary.	Present their projects for roughly 4-5 minutes at a time. Some will be shorter; some will need to be cut off for the sake of time.	Set drawn popsicle sticks aside so they are not accidentally re-pulled during the second round of presentations.

## Today's Minute by Minute (Tick Tock) (Day 25)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Perform any housekeeping tasks.	Listen quietly and respond when necessary.	Make sure you have popsicle sticks with each remaining student's name on them before the class period.
40	<p>Randomly draw popsicle sticks with student names to choose who will present their project.</p> <p>Hand over final projects as students are drawn to present.</p> <p>Keep time of student presentations and signal to wrap up the presentation at around 4 minutes if necessary.</p>	Present their projects for roughly 4-5 minutes at a time. Some will be shorter; some will need to be cut off for the sake of time.	
10	<p>Congratulate the students on surviving the past five weeks.</p> <p>Hand them the evaluation forms, and ask that they answer them honestly. Say that the forms are anonymous and the no answers will affect student grades.</p>	Fill out evaluation forms honestly, and prepare to leave class when finished.	

## Appendix A

### Jigsaw Classroom Activity Instructions

You will be reading from Julia Layton's *How Fear Works*, today. You will become an expert on your assigned section, and you will be responsible for successfully teaching your assigned section to your classmates. Here is how it will all work:

1. You will be placed in a "home group" in which all of you will read the same section of the article. You will have 20 minutes to summarize your section on a poster with the paper and marker provided.

Section Groups:

- a. **What is fear?**
  - b. **Creating fear**
  - c. **Fight or flight**
  - d. **Why do we fear?**
  - e. **Overcoming fear**
2. After the 20 minutes, you will move to a group in which each of you have read and summarized a different part of the article. You will have 20 minutes to share your poster with your group and answer any questions your group members may have.
  3. Make sure you summarize the main points clearly. You should all be experts on the entire article once the final 20 minutes is finished.
  4. Move back to your home group after all summaries are complete, and wait for any further instruction.

## Appendix B

### Reading Schedule for Frankenstein

In a few weeks, you will be asked to read Mary Shelley's *Frankenstein*, and engage in several discussion and presentation activities. Here is a list of the chapters we will cover each day for your reference. You may start reading early if you like.

Day 13	Day 14	Day 15	Day 16	Day 17
Homework: Letters 1-4	Homework: Chapters 1-4	Homework: Chapters 5-8	Homework: Chapters 9-12	Homework: Chapters 13-16
Day 18	Day 19	Day 20		
Homework: Chapters 17-20	Homework: Chapters 21-24	Final Thoughts		

**Homework** means that you need to have these chapters read before the next class period (e.g., you should read chapters 1-4 **before** Day 15).

Please let me know in advance if you have any questions or concerns, and have fun with one of my favorite novels!



## Appendix C

Name: \_\_\_\_\_

### Science Attitudes Questionnaire

**Directions:** Circle the answer that best fits your personal opinion.

1. Scientific advances/discoveries always benefit humankind.  
*Strongly Agree    Agree    Disagree    Strongly Disagree*
2. Cloning animals is morally wrong.  
*Strongly Agree    Agree    Disagree    Strongly Disagree*
3. Doctors know, without a doubt, if someone is dead or alive.  
*Strongly Agree    Agree    Disagree    Strongly Disagree*
4. Science is a conspiracy between governments and scientific agencies formed to keep ordinary people from taking part in the democratic process.  
*Strongly Agree    Agree    Disagree    Strongly Disagree*
5. A person who tries to create another person in a laboratory is trying to “play God.”  
*Strongly Agree    Agree    Disagree    Strongly Disagree*
6. All living creatures deserve respect.  
*Strongly Agree    Agree    Disagree    Strongly Disagree*
7. Cloning human beings is morally wrong.  
*Strongly Agree    Agree    Disagree    Strongly Disagree*
8. Although interpretations can be ambiguous in things like personal relationships or poetry, in science the facts speak for themselves.  
*Strongly Agree    Agree    Disagree    Strongly Disagree*
9. Scientific advances/discoveries can have results that do not benefit humankind.  
*Strongly Agree    Agree    Disagree    Strongly Disagree*

10. Sometimes people do bad things for good reasons.  
*Strongly Agree    Agree    Disagree    Strongly Disagree*

## Appendix D

### Discussion Quotes:

“Worried by the potential inability to distinguish between the states of life and death, two doctors, William Hawes and Thomas Cogan, set up the Royal Humane Society in London in 1774. It was initially called the 'Society for the Recovery of Persons Apparently Drowned'; its aims were to publish information to help people resuscitate others, and it paid for attempts to save lives . . . The spectacular tales of apparent resurrections from the dead by the Society fed the public's concern that it was impossible to be sure whether a person was truly dead and, consequently, fears of being buried alive grew.”

“There was a scientific basis for the public's anxieties: the French *Encyclopédie* distinguished between two kinds of death, ‘incomplete’ and ‘absolute’: ‘That there is no remedy for death is an axiom widely admitted; we, however, are willing to affirm that death can be cured.’”

“There were serious attempts, too, to reanimate the truly dead: Luigi Galvani found that frog's legs twitched as if alive when struck by a spark of electricity . . . Galvani's nephew, Giovanni Aldini, progressed from frogs legs to attempting the reanimation of hanged criminals, making



use of the 'Murder Act' of 1752, which added the punishment of dissection to hanging."

## Appendix E

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Questioning Worksheet

Things that Shocked Me	Things I Did Not Know	Things I Did Know	Questions I Have

## Appendix F

### Journal Questions from *Harry Potter and the Sorcerer's Stone*, Chapter 13



**Directions:** Journal about the following three questions. Use textual evidence from *Harry Potter* in at least two of your answers.

1. What is the appeal of the Philosopher's Stone? What is the danger?
2. Why might the magician who has held the stone all these years wish to surrender it?
3. Do you think the stone will come up in *Frankenstein* because of its ability to provide immortality? Why or why not?

## Appendix G

### Exploring Setting: Create a Travel Brochure

**DIRECTIONS:** The novel *Frankenstein* takes place in a variety of settings. To familiarize you with the settings of the novel, I would like for you to create a travel brochure for one of the following places. Research your selected setting and include factual information in your brochure. You may create a digital or hard-copy. Be prepared to share and discuss your brochure in class on Monday.

Microsoft Word has templates for brochures if you choose to make a digital copy.

**DUE DATE: MONDAY (Day 6)**

Please select one of the following places for your brochure:

- The North Pole
- Mont Blanc
- The Alps
- Geneva
- The Orkney Isles

#### GRADING RUBRIC:

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.

<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.
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## Appendix H

Name: \_\_\_\_\_

Peer's Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Peer Evaluation Form

**Directions:** Listen to your partner as they share their brochure with you. Fill in the chart below after they have finished their presentation.

Brochure Criteria	Your Comments
Organization – does the brochure seem to be organized and have a clear beginning, middle, and end?	
Grammar – did you notice any grammatical mistakes in the brochure?	
Content Accuracy – do facts in the brochure seem accurate and appealing to a traveler?	
Brochure Graphics and Pictures – do the graphics and pictures seem to go well with the brochure?	

## Appendix I

# Correct Those Passages!

**\*\*All incorrect/modified grammar marked in red as a teacher's guide. Make all passages one color before displaying them for the game.\*\***



"It **were** already **won** in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half extinguished light, I **seen** the dull yellow **Eye** of the creature open; it breathed hard, and **an** convulsive motion agitated **it's** limbs" (pg. 35 – 6 mistakes)

"We passed a few sad hours, until eleven **oh'clock**, when the trial **were** to commence. My father and the rest of the family being obliged to **ettend** as witnesses, **eye** accompanied them **two** court." (pg. 54 – 5 mistakes)

"She returned to the house about eight **oh'clock**; and when **won** enquired **were** she had passed the **knight**, she replied that she had been looking for the child and demanded earnestly if anything had been heard concerning him." (pg. 55 – 4 mistakes)

"They loved and sympathized with **won** another; and **there** joys, depending on each other, were not interrupted by the casualties that **take** place around them. The **moor** I saw of them, the greater became my desire to claim there protection and kindness; my heart yearned to be known and loved by these amiable creatures; to see there sweet looks directed towards me with **effection** was the utmost limit of, my ambition." (pg. 94 – 6 mistakes)

“two england, therefour, I was bound, and it was understood that my union with elizabeth should take place immediately on my return.” (pg. 111 – 4 mistakes)



## Appendix J

### Debate Topics and Helpful Links

**Will advances in crime fighting technology make it impossible to get away with a crime someday?**

1. Glitter used to solve crimes: <https://en.wikipedia.org/wiki/Glitter#Uses>
2. Modern forensic science technologies:  
<http://www.forensicscolleges.com/blog/resources/10-modern-forensic-science-technologies>
3. Against opinions: criminals will always find new ways to avoid detection / people will always invent new ways to get hurt / etc.

**Should the U.S. spend billions of dollars on space exploration?**

1. For opinions: it is in our best interest to start funding exploration now before it is too late (e.g., we run out of money/resources as a country) / we may need to find a new planet to live on, eventually / etc.
2. Against opinions: exploring space is not an American problem. All countries should be involved in funding and exploration collaboration / money is sometimes wasted in unsuccessful launches / expensive damage is caused by space pollution / unnecessary cost / etc.

**Should doctors prescribe placebos?**

1. What is a placebo?: <https://en.wikipedia.org/wiki/Placebo#Effects>
2. For opinions: placebos have been known to treat serious illnesses through the placebo effect / the mind has the ability to heal the body / etc.
3. Against opinions: placebo pills take advantage of people because they are deceptive / doctors still charge money for placebo pills or for appointments that end with the prescription of placebo pills / etc.

**Is wind energy a sustainable source of energy for the future?**

1. Scotland on path to ditch fossil fuels:  
<http://www.independent.co.uk/environment/scotland-wind-energy-renewable-power-electricity-wwf-scotland-a7183006.html>
2. For opinions: wind energy is a great way to utilize the energy around us / wind energy can be safely stored and harnessed / wind energy cannot be depleted like oil and coal / etc.
3. Against opinions: wind patterns are unpredictable / solar energy is more abundant / space needed for wind farms across the country / etc.

**Class choice: is there something you'd like to debate? I might add it to the list!**

## Appendix K

### Creative Writing Prompts and Resources

#### Short story theme options:

- I. Fear/How Fear Works
- II. Fear in the Victorian era
- III. Body snatching
- IV. The Philosopher's Stone/The Sorcerer's Stone
- V. *Frankenstein* setting(s)
- VI. Chernobyl disaster and/or the resulting exclusion zone
- VII. Day 9 chosen debate topics

#### Short story plot components:

- VIII. Exposition, rising action, climax, falling action, and resolution (see below).



## Appendix L

### Writing Journal

1. What is the first thing you notice about this image?
2. Tell me something you noticed after studying the image for a few seconds.
3. Why do you think you noticed the two things at different times? Does one catch your eye? Is one brighter/darker than the other? Etc.







## **Romantic Era Art**

**Directions** – View Caspar David Friedrich’s painting *Wanderer above the Sea of Fog*, and respond to the following questions. Please answer all questions in complete sentences

1. Draw a quick sketch of the painting with the provided construction paper and markers.
2. Write a brief description of the painting. What is the most dominant image? What image secondary, or in the background? Discuss the color, *mood*, and style.

Write a brief analysis of the painting based on your description above. Why do you think the painter chooses to make certain images dominant and others marginal? Does the painting evoke a certain mood or theme? How do you think it is capable of doing this? How might the title of the painting affect the analysis?

## Appendix M

### *Lines written a Few Miles above Tintern Abbey*

**William Wordsworth, 1770 - 1850**

Five years have past; five summers, with the length  
Of five long winters! and again I hear  
These waters, rolling from their mountain-springs  
With a soft inland murmur.—Once again  
Do I behold these steep and lofty cliffs,  
That on a wild secluded scene impress  
Thoughts of more deep seclusion; and connect  
The landscape with the quiet of the sky.  
The day is come when I again repose  
Here, under this dark sycamore, and view  
These plots of cottage-ground, these orchard-tufts,  
Which at this season, with their unripe fruits,  
Are clad in one green hue, and lose themselves  
'Mid groves and copses. Once again I see  
These hedge-rows, hardly hedge-rows, little lines  
Of sportive wood run wild: these pastoral farms,  
Green to the very door; and wreaths of smoke  
Sent up, in silence, from among the trees!  
With some uncertain notice, as might seem  
Of vagrant dwellers in the houseless woods,  
Or of some Hermit's cave, where by his fire  
The Hermit sits alone.

These beauteous forms,  
Through a long absence, have not been to me

As is a landscape to a blind man's eye:  
But oft, in lonely rooms, and 'mid the din  
Of towns and cities, I have owed to them  
In hours of weariness, sensations sweet,  
Felt in the blood, and felt along the heart;  
And passing even into my purer mind,  
With tranquil restoration:—feelings too  
Of unremembered pleasure: such, perhaps,  
As have no slight or trivial influence  
On that best portion of a good man's life,  
His little, nameless, unremembered, acts  
Of kindness and of love. Nor less, I trust,  
To them I may have owed another gift,  
Of aspect more sublime; that blessed mood,  
In which the burthen of the mystery,  
In which the heavy and the weary weight  
Of all this unintelligible world,  
Is lightened:—that serene and blessed mood,  
In which the affections gently lead us on,—  
Until, the breath of this corporeal frame  
And even the motion of our human blood  
Almost suspended, we are laid asleep  
In body, and become a living soul:  
While with an eye made quiet by the power  
Of harmony, and the deep power of joy,  
We see into the life of things.

If this

Be but a vain belief, yet, oh! how oft—

In darkness and amid the many shapes  
Of joyless daylight; when the fretful stir  
Unprofitable, and the fever of the world,  
Have hung upon the beatings of my heart—  
How oft, in spirit, have I turned to thee,  
O sylvan Wye! thou wanderer thro' the woods,  
How often has my spirit turned to thee!  
And now, with gleams of half-extinguished thought,  
With many recognitions dim and faint,  
And somewhat of a sad perplexity,  
The picture of the mind revives again:  
While here I stand, not only with the sense  
Of present pleasure, but with pleasing thoughts  
That in this moment there is life and food  
For future years. And so I dare to hope,  
Though changed, no doubt, from what I was when first  
I came among these hills; when like a roe  
I bounded o'er the mountains, by the sides  
Of the deep rivers, and the lonely streams,  
Wherever nature led: more like a man  
Flying from something that he dreads, than one  
Who sought the thing he loved. For nature then  
(The coarser pleasures of my boyish days,  
And their glad animal movements all gone by)  
To me was all in all.—I cannot paint  
What then I was. The sounding cataract  
Haunted me like a passion: the tall rock,  
The mountain, and the deep and gloomy wood,  
Their colours and their forms, were then to me  
An appetite; a feeling and a love,



That had no need of a remoter charm,  
By thought supplied, nor any interest  
Unborrowed from the eye.—That time is past,  
And all its aching joys are now no more,  
And all its dizzy raptures. Not for this  
Faint I, nor mourn nor murmur, other gifts  
Have followed; for such loss, I would believe,  
Abundant recompence. For I have learned  
To look on nature, not as in the hour  
Of thoughtless youth; but hearing oftentimes  
The still, sad music of humanity,  
Nor harsh nor grating, though of ample power  
To chasten and subdue. And I have felt  
A presence that disturbs me with the joy  
Of elevated thoughts; a sense sublime  
Of something far more deeply interfused,  
Whose dwelling is the light of setting suns,  
And the round ocean and the living air,  
And the blue sky, and in the mind of man;  
A motion and a spirit, that impels  
All thinking things, all objects of all thought,  
And rolls through all things. Therefore am I still  
A lover of the meadows and the woods,  
And mountains; and of all that we behold  
From this green earth; of all the mighty world  
Of eye, and ear,—both what they half create,  
And what perceive; well pleased to recognise  
In nature and the language of the sense,  
The anchor of my purest thoughts, the nurse,  
The guide, the guardian of my heart, and soul

Of all my moral being.

Nor perchance,  
If I were not thus taught, should I the more  
Suffer my genial spirits to decay:  
For thou art with me here upon the banks  
Of this fair river; thou my dearest Friend,  
My dear, dear Friend; and in thy voice I catch  
The language of my former heart, and read  
My former pleasures in the shooting lights  
Of thy wild eyes. Oh! yet a little while  
May I behold in thee what I was once,  
My dear, dear Sister! and this prayer I make,  
Knowing that Nature never did betray  
The heart that loved her; 'tis her privilege,  
Through all the years of this our life, to lead  
From joy to joy: for she can so inform  
The mind that is within us, so impress  
With quietness and beauty, and so feed  
With lofty thoughts, that neither evil tongues,  
Rash judgments, nor the sneers of selfish men,  
Nor greetings where no kindness is, nor all  
The dreary intercourse of daily life,  
Shall e'er prevail against us, or disturb  
Our cheerful faith, that all which we behold  
Is full of blessings. Therefore let the moon  
Shine on thee in thy solitary walk;  
And let the misty mountain-winds be free  
To blow against thee: and, in after years,

When these wild ecstasies shall be matured  
Into a sober pleasure; when thy mind  
Shall be a mansion for all lovely forms,  
Thy memory be as a dwelling-place  
For all sweet sounds and harmonies; oh! then,  
If solitude, or fear, or pain, or grief,  
Should be thy portion, with what healing thoughts  
Of tender joy wilt thou remember me,  
And these my exhortations! Nor, perchance—  
If I should be where I no more can hear  
Thy voice, nor catch from thy wild eyes these gleams  
Of past existence—wilt thou then forget  
That on the banks of this delightful stream  
We stood together; and that I, so long  
A worshipper of Nature, hither came  
Unwearied in that service: rather say  
With warmer love—oh! with far deeper zeal  
Of holier love. Nor wilt thou then forget,  
That after many wanderings, many years  
Of absence, these steep woods and lofty cliffs,  
And this green pastoral landscape, were to me  
More dear, both for themselves and for thy sake!

## Appendix N

### **Final Project Assignment Sheet**

**Due: Beginning of class, Day 24**

#### **Option 1: Essay**

Choose one of the following prompts from which to create a well-written, persuasive essay:

1. Compare and contrast Victor with the monster. Pay particularly close attention to the similarities and differences the two have in relation to nature, the desire for family, reactions of those around them, and their reactions to difficult situations.
2. Compare and contrast Victor before the monster to Victor after the monster. Focus your attention on personal relationships, dedication to science, and moral values.
3. Create a persuasive essay based on either your agreement or disagreement with the following statement: the monster must be destroyed.
4. Describe the role that family plays in Frankenstein. Use specific incidents involving multiple characters to show how important the idea of family was in the novel.

EACH statement that you make **MUST** be supported with some elements from the text. These elements should be direct quotes from the book along with page numbers detailing where you quoted the text. The essay should be broken down in the following manner:

1. An exacting introduction that describes, in detail, which prompt you will be addressing. This should **NOT** be a “cut and paste” of the topic, but should, instead, illustrate to the reader exactly what they will be reading. This section should contain your thesis statement.
2. At least four, well-developed paragraphs (8-15 sentences) or sections that support your thesis statement. These should be important points that back up your views.
3. All points within your essay **MUST** have specific components extracted from the text including, but not limited to, direct quotes and

specific page numbers. These components **MUST** be cited using traditional MLA formatting.

4. A detailed conclusion that restates your initial thesis, and provides the reader with an interesting point to take away from the essay.

### **Option 2: Insert a Chapter**

Create a chapter that could be added anywhere in the novel. It is up to you to decide which aspects of the story you'd like to work with. Your chapter should be original and creative, but still ring true with the story overall.

Length: At least four, well-developed paragraphs (8-15 sentences) **AND** an additional paragraph which explains why you chose to add the chapter that you did.

### **Option 3: Writing Margaret Saville's Responses**

*Frankenstein* is written in the form of letters, so we can imagine that Margaret received on chapter at a time. Write correspondence back to Robert Walton: responding as though you were his sister. Consider the emotional response Margaret would have had to each letter. What advice would she have given Robert? Would she have wanted Robert to ask Victor any specific questions? Etc.

Requirements: Respond to at least one of the letters that begin the novel, and **three** chapters (at least four responses in total). Each response should be at least 15 sentences. Please label each chapter/letter you respond to.

### **Option 4: Project of Your Choice**

Submitted in writing in advance and subject to teacher approval.

### **Final Project Rubric**

**A grade of A** will be awarded to projects that include all of the requirements outlined in the above project instructions. They will be creative and insightful. They will have little to no grammatical errors, and they will include correct MLA citations when necessary.

**A grade of B** will be awarded to projects that include a majority of the requirements outlined in the above project instructions. They will be creative and insightful. They will have a few grammatical errors, and they will include correct MLA citations when necessary.

**A grade of C** will be awarded to projects that include a majority of the requirements outlined in the above project instructions. They will have some grammatical errors, and will include citations that may, or may not be fully correct.

**A grade of D** will be awarded to projects that do not include a majority of the requirements outlined in the above project instructions. They will have extensive grammatical errors, and they will have little to no evidence of citation when necessary.

**A grade of F** will be awarded to projects that are not turned in on time, and that do not include a majority of the requirements outlined in the above project instructions. They will have extensive grammatical errors, and they will have little to no evidence of citation when necessary.

*Any project turned in late will only be able to receive a **maximum** grade of 50%. Arrangements MUST be made if you will be absent during presentations days.*

## Appendix O

Name: \_\_\_\_\_

Chapters Read: \_\_\_\_\_

### ***Frankenstein* Reading Worksheet**

**Directions:** Fill out this chart every night that you read, and bring it to class the next day. We will use this chart to lead our discussions, and it will be turned in for a unit grade.

Confusing Vocab Words	Questions That I Have	Something I Liked While Reading	Connections I Made While Reading

## Appendix P

### **Reading Quiz: Letters 1-4**

1. Mary Shelley's *Frankenstein* is a frame story. What is a frame story?
  - A: A story that is considered "pretty as a picture" by critics.
  - B: A story that is "framed" by another story.
  - C: A story that is as uneventful as a framed photograph.
  - D: A story that is framed with multiple interpretations.
2. The writer of the four letters is:
  - A: Margaret Saville
  - B: Robert Walton
  - C: Elizabeth Lavenza
  - D: Victor Frankenstein
3. The letters are written to:
  - A: Margaret Saville
  - B: Robert Walton
  - C: Elizabeth Lavenza
  - D: Victor Frankenstein
4. What feeling does Robert express to his sister in his early letters?
  - A: Anxiety about his journey.
  - B: Loneliness because he doesn't fit in with the crew.
  - C: Fear of the open ocean.
  - D: Irritation because he doesn't want to go on the journey.
5. What does the crew of the ship see when they are stranded on the ice?
  - A: another ship
  - B: a group of people crying for help
  - C: a gigantic figure and a sledge
  - D: a herd of polar bears
6. The next day, who do the men encounter?



- A: The corpse of the monster
  - B: An injured man with a team of dead sledge dogs
  - C: A hungry werewolf
  - D: A group of men searching for the giant
7. How does Robert react to the stranger they take aboard the ship?
- A: Takes no notice of him.
  - B: Is suspicious of him
  - C: Befriends him
  - D: Tries to attack him
8. How is Robert Walton a Romantic?
- A: He is clearly a unique individual
  - B: He searches for understanding of the world
  - C: Expresses personal emotion
  - D: All of the above
9. Why is it significant that Walton quotes Samuel Taylor Coleridge's *The Rime of the Ancient Mariner*?
- A: The poem has to do with a lonely sailor at sea
  - B: Coleridge is a Romantic poet
  - C: The poem is about a journey at sea
  - D: All of the above
10. In what way do the letters echo ideas that will occur later in the novel?
- A: They mention the idea of loneliness
  - B: They allude to the importance of faith.
  - C: They set up the idea of man's struggle with nature.
  - D: They provide images of ice that repeat throughout the novel.

### **Reading Quiz: Ch. 1-4**

1. Who is the primary narrator of the novel?
  - A: Robert Walton
  - B: Victor Frankenstein
  - C: Frankenstein's monster
  - D: Elizabeth Lavenza
2. What word best describes Victor's childhood?
  - A: Idyllic
  - B: Tormented
  - C: Constantly changing
  - D: Impoverished
3. What is Victor's relationship with Elizabeth like growing up?
  - A: They are constantly playing pranks on each other.
  - B: They are worst enemies and rivals.
  - C: They are best friends.
  - D: They compete for Victor's mother's attention.
4. What natural event does Victor witness that changes his perspective on science?
  - A: An earthquake
  - B: A tornado
  - C: A strike of lightening
  - D: A volcano eruption
5. How do the first few chapters foreshadow Victor's dark future?
  - A: Victor tells exactly what happens to him in chapter 1.
  - B: Bad things constantly happen to Victor.
  - C: Robert Walton interrupts to tell about Victor's future.
  - D: Victor refers constantly to his dismal "fate."
6. What tragic event has left a lasting impression on Victor?
  - A: The death of Elizabeth in the lightning strike

- B: The arrest of his father
  - C: The death of his mother
  - D: All of the above
7. How does Victor change once he gets to university?
- A: He becomes interested in girls other than Elizabeth.
  - B: He locks himself away with his studies.
  - C: He no longer wants to study science.
  - D: He becomes an artist.
8. What does Victor become interested in after studying at the university?
- A: Creating weapons
  - B: Creating life
  - C: Ruling the world
  - D: Earning a lot of money
9. In what way does Victor Frankenstein's tale show the ideals of Romanticism?
- A: The Romantics didn't like technology.
  - B: The Romantics didn't like family values.
  - C: The Romantics valued art.
  - D: The Romantics despised authority.
10. What experiment does Victor undertake?
- A: Making a creature of his own
  - B: Bringing his mother back to life.
  - C: Transforming objects into gold.
  - D: All of the above

### **Reading Quiz: Ch. 5-8**

1. How does Victor Frankenstein feel about his creation?
  - A: Repulsed
  - B: Proud
  - C: Envious
  - D: Indifferent
2. What does Victor find so disturbing about his creation?
  - A: It is remarkably intelligent.
  - B: It is able to read his thoughts.
  - C: It is hideous.
  - D: All of the above.
3. How is Henry a foil to Victor?
  - A: He is healthy and sociable.
  - B: He is a good scientist.
  - C: He is also in love with Elizabeth.
  - D: All of the above
4. How might Victor's dream of Elizabeth and his dead mother be foreshadowing?
  - A: It could suggest his mother is not actually dead.
  - B: It could foreshadow that Victor will face many more hardships.
  - C: It could suggest things will get better in the future.
  - D: It could foreshadow something bad will happen to Elizabeth.
5. Who is Justine?
  - A: A neighbor who saw the monster
  - B: A family friend and servant
  - C: A former romantic interest of Victor
  - D: Elizabeth's long-lost sister
6. What news does the letter that Victor's father sends reveal?
  - A: Elizabeth has run away.

- B: Victor's brother has died.  
C: They have gone bankrupt.  
D: All of the above.
7. Who does Victor suspect actually is his brother's killer?  
A: Justine  
B: The monster  
C: Henry  
D: Robert
8. Who is accused of being William's killer?  
A: Justine  
B: The monster  
C: Henry  
D: Robert
9. Why does Victor begin to be consumed by guilt?  
A: He regrets running away from school.  
B: He feels like he could have prevented his mother's death.  
C: He blames himself for death of his brother and Justine.  
D: He feels he should stop lying to Robert.
10. In what way might Victor be an unreliable narrator?  
A: The contents of the letters, through his memory, are suspect.  
B: His facts about science are questionable.  
C: His relationship with Elizabeth clouds his judgment.  
D: He admits to being a liar and a cheat.

## **Reading Quiz: Ch. 9-12**

1. Where does Victor seek comfort in his grief and guilt?
  - A: Music
  - B: Nature
  - C: His friends
  - D: Science
2. How is the monster different than Victor expected?
  - A: He is uglier than Victor remembered.
  - B: He is much more handsome than Victor remembered.
  - C: He is eloquent and intelligent.
  - D: He doesn't remember Victor.
3. Which of the following best describes the monster?
  - A: Intelligent
  - B: Compassionate
  - C: Articulate
  - D: All of the above
4. Which of the following is a Romantic characteristic that is shown in this section?
  - A: Respect for nature.
  - B: Respect for a simple life.
  - C: Respect for a rustic life.
  - D: All of the above
5. How does the monster feel once he becomes self-aware?
  - A: Isolated
  - B: Intelligent
  - C: Content
  - D: All of the above
6. How does the monster feel toward the De Lacey family?
  - A: Despises them.

- B: Is indifferent toward them.
  - C: Admires them.
  - D: Wants to get rid of them.
7. How should the reader perceive the De Lacey family?
- A: Hard-working and admirable
  - B: Unhappy and deservedly so
  - C: Mean-spirited and evil
  - D: Likeable but misguided
8. How might Victor now perceive the monster as a different kind of threat?
- A: The monster is more beautiful than him.
  - B: The monster is smart and strong.
  - C: The monster has a family to support him.
  - D: All of the above
9. How will the reader most likely perceive the monster?
- A: Compassionate
  - B: Likeable
  - C: Sympathetic
  - D: All of the above
10. How does this section continue the frame story structure?
- A: The monster writes a series of letters, which Victor conveys.
  - B: The story pans back to Robert Walton.
  - C: The monster narrates his story inside of Victor's story.
  - D: Elizabeth writes more letters.

## **Reading Quiz: Ch. 13-16**

1. Who is Safie?
  - A: Felix's romantic interest.
  - B: Someone whom the De Lacey family had tried to help.
  - C: Daughter of a Turkish man.
  - D: All of the above
2. What novel does the monster read that heavily influenced him?
  - A: Paradise Lost
  - B: Great Expectations
  - C: The Rime of the Ancient Mariner
  - D: Dr. Jekyll and Mr. Hyde
3. What do the pages of Victor's journal say?
  - A: Conveys his hope that the monster will improve.
  - B: Conveys his disgust of the monster.
  - C: Conveys how Victor planned to destroy the monster.
  - D: All of the above
4. How does this section develop the theme of otherness?
  - A: The monster feels more alone than ever.
  - B: The De Lacey family is isolated from society.
  - C: Frame story reinforces isolation despite many characters experiencing similar struggles.
  - D: All of the above
5. How does the De Lacey family react when the monster tries to speak to them?
  - A: They accept him and take pity on him.
  - B: He is chased off.
  - C: They tell him he can stay for one night, but one night only.
  - D: They pretend he doesn't exist.
6. What does the monster vow when he is rejected by the De Lacey family?
  - A: To never speak to another human being.



- B: To take revenge on all mankind.
  - C: To try to be a good person despite what people think.
  - D: To become powerful and take over the world.
7. Who does the monster reveal killed William Frankenstein?
- A: Justine
  - B: The monster
  - C: Robert Walton
  - D: Felix De Lacey
8. What is the monster's one request of Victor Frankenstein?
- A: To make him a mate
  - B: To destroy him
  - C: To accept him for what he is
  - D: To make him beautiful
9. So far, how has the novel developed the theme of justice?
- A: The monster has not found justice.
  - B: Justine did not find justice.
  - C: The De Lacey family did not find justice.
  - D: All of the above
10. Which of the following is a true statement about the monster?
- A: He shows himself to be a compassionate individual on several occasions
  - B: He is very intelligent and thinks about things
  - C: He resents Victor for abandoning him
  - D: All of the above

### **Reading Quiz: Ch. 17-20**

1. For what reason does the monster request a female companion?
  - A: It will cure his loneliness.
  - B: It will prevent him from feeling so isolated.
  - C: It will prevent him from being destructive.
  - D: All of the above
2. What does the monster plan to do with this female companion?
  - A: Flee with her to South America.
  - B: Use her as a sacrifice.
  - C: Teach her how to take revenge on humans.
  - D: All of the above
3. How does the monster convince Victor to agree to this?
  - A: Tells Victor he will kill Elizabeth if he doesn't agree.
  - B: Tells Victor it will keep him from harming other people.
  - C: Tells Victor he will make his existence publically known.
  - D: Tells Victor he will destroy his entire family.
4. Victor decides he needs to go to \_\_\_\_\_ in order to do research and, ultimately, make a female monster.
  - A: Paris
  - B: Brussels
  - C: London
  - D: Madrid
5. What does Victor tell his father that, despite his depression, it is the one good thing in his life?
  - A: The idea of marrying Elizabeth
  - B: His studies in the sciences
  - C: The memory of his mother
  - D: His friendship with Henry
6. Who accompanies Victor in his travels?

- A: Elizabeth
  - B: Victor's father
  - C: The ghost of Justine
  - D: Henry
7. What causes Victor to destroy the female monster he begins to create?
- A: He fears it might be able to have monster children.
  - B: He fears it might not want to run away with the male monster.
  - C: He fears that it might be even more destructive than the male monster.
  - D: All of the above
8. What does the monster tell Victor after he observes this destruction?
- A: That he will punish Victor on his wedding night
  - B: That he will make sure Victor suffers for the rest of his life.
  - C: That he will tell the authorities about Victor's science experiments.
  - D: All of the above.
9. Most of the female characters in the novel could be characterized as:
- A: Independent
  - B: Passive
  - C: Indecisive
  - D: Unimportant
10. At the end of chapter 20, when Victor arrives at a town just off shore, they accuse him of:
- A: Witchcraft
  - B: Betrayal
  - C: Murder
  - D: Stealing

### **Reading Quiz: Ch. 21-24**

1. Whose murder is Victor accused of?
  - A: Elizabeth
  - B: His father
  - C: Henry
  - D: The monster
2. What is Victor's reaction to this murder?
  - A: He falls ill.
  - B: He denies it.
  - C: He blames this death on suicide.
  - D: He runs away.
3. Who is responsible for this murder?
  - A: The monster
  - B: Victor's father
  - C: The she-monster
  - D: Victor
4. Why is Elizabeth concerned about Victor?
  - A: She is concerned about his illness.
  - B: She is worried he is in love with someone else.
  - C: She is worried is doesn't want to marry her.
  - D: All of the above.
5. What happens on Victor and Elizabeth's wedding night?
  - A: Victor runs away from the monster.
  - B: Elizabeth is murdered.
  - C: Victor fights the monster.
  - D: The monster threatens to expose Victor for what he has done.
6. What happens to Victor's father?
  - A: He disowns Victor.

- B: He finds out about the monster and kills himself.  
C: He dies of grief.  
D: He vows to help Victor kill the monster.
7. What does Victor vow to do about the monster?  
A: Seek revenge  
B: Let it go free.  
C: Make it the female companion it requested.  
D: Try to make up with it.
8. How did Victor end up in the icy North?  
A: He followed the monster.  
B: He was running away from the monster.  
C: He was seeking comfort in nature.  
D: He was taking a vacation from his terrible life.
9. In what ways is Victor similar to the monster?  
A: He has become externally hideous.  
B: He is hung up on vengeance  
C: He has no emotions left.  
D: All of the above
10. How does the novel close the "frame" of the frame story at the end?  
A: It shifts to Elizabeth's perspective.  
B: It shifts to the monster's perspective.  
C: It returns to Robert Walton's letters.  
D: It ends with Victor's tale.

**Post Reading Test:** In 4-5 sentences, tell me what you liked most about reading Mary Shelley's *Frankenstein*. Why?

## Reading Quizzes Answer Key

#	RQ 1 Letters 1-4	RQ 2 Ch. 1-4	RQ 3 Ch. 5-8	RQ 4 Ch. 9-12	RQ 5 Ch. 13-16	RQ 6 Ch. 17-20	RQ 7 Ch. 21-24
1	B	B	A	B	D	D	C
2	B	A	C	C	A	A	A
3	A	C	A	D	B	B	A
4	B	C	D	D	D	C	D
5	C	D	B	A	B	A	B
6	B	C	B	C	B	D	C
7	C	B	A	A	B	D	A
8	D	B	A	B	A	A	A
9	D	A	C	D	D	B	B
10	A	A	A	C	D	C	C

## Appendix Q

### DISCUSSION QUESTIONS

Discussion questions encourage students to deepen their individual analysis of the novel by sharing their reactions with classmates. Students generally feel more comfortable sharing their ideas with a small group of peers first. When group discussions are complete, student spokespersons can discuss their findings with the class as a whole. Discussion questions on *Frankenstein* ask students to analyze the author's purpose, themes, social commentary, and literary techniques. Below are some thought-provoking questions based on the text:

#### Letters

1. Is Walton a reliable narrator? Why or why not?
2. Is Walton's goal to "confer on all mankind . . . a passage near the pole" noble or overly ambitious?
3. How does Robert's desire for a friend affect his relationship with Dr. Frankenstein? How might this relationship affect the reader's trust in Walton as a reliable narrator?

#### Chapters 1-2

1. How does Victor's statement that "the world was to me a secret which I desired to divine" serve as characterization?
2. How do Henry and Victor differ? Why might Shelley be setting them up as character foils?
3. What is Shelley's intent when she has Victor characterize Elizabeth as "the saintly soul (who) shone like a shrine-dedicated lamp in our peaceful home?" What role does this characterization set for Elizabeth?
4. Is Victor's fascination with the Philosopher's Stone an admirable one?

#### Chapters 3-5

1. Victor's obsession with natural science results in two years passing with no visits home. How would you evaluate his character at this point?
2. Describe the shift in tone when Victor says, "Learn from me, if not by my precepts, at least by my example, how dangerous is the acquirement of knowledge and how much happier the man is who believes his native town to be the world, than he who aspires to become greater than his nature will allow."
3. During his summer experiment, Victor admits "his eyes were insensible to the charms of nature." What role might nature (or the lack of it) play for Victor?
4. What message might Victor be missing when he dreams that his kiss turns Elizabeth into a corpse?

#### Chapters 6-10

1. Who is at fault for William's death? Is anyone other than the murderer responsible for what happened?
2. How might Justine's trial have differed in today's court system?
3. How does Victor's guilt affect his health? What is Shelley's purpose in this recurring plot device?
4. How is Victor's reaction toward the Valley of Chamounix a departure from his previous views of nature?

### **Chapters 11-16**

1. What imagery does Shelley employ when the character describes his "awakening?" What does his reaction remind you of?
2. How does the change in narration to the creature's point of view affect the reading of the novel? Do you feel sympathy for the creature when he is rejected by humanity?
3. What crucial role in the creature's development is played by the DeLacey family?
4. What is the motivation behind the creature's vow of "eternal hatred and vengeance to all mankind?"

### **Chapters 17-24**

1. Is the creature's demand for a female companion a valid request? Examine the pros and cons of Victor's compliance. Consider evidence provided by both Victor and the creature.
2. To what famous Romantic symbol is Shelley alluding when she has Victor think, "Could I enter into a festival with this deadly weight yet hanging round my neck and bowing me to the ground?"
3. What is Victor's greatest fear as he leaves for England? Describe the irony in his decision to continue.
4. What evidence suggests Victor feels responsibility for the murders? What evidence illustrates that he still blames the creature?
5. How is Victor's view of the Scottish Orkneys a reflection of his emotional state?
6. After watching his female companion torn to bits, the creature makes an eloquent defense and vows Victor will "repent of the injuries (he) inflicts." Is the creature justified in his feelings? Why or why not? What is Shelley's purpose in his defense?
7. After hearing of Clerval's murder, Victor falls ill once again. In agony, he wonders, "Why did I not die?" What would your answer be? Is there a reason for his continued anguish?
8. For Victor and his father, what purpose would a quick marriage to Elizabeth serve? Discuss the impact on Elizabeth. What role does she continue to play? Does her death alter or perpetuate that role?



9. Discuss the irony in Victor's statement to the magistrate: "Man, how ignorant art thou in thy pride of wisdom!"

10. What is the motivation behind Victor's vow to find and destroy his creature? Has he learned any lessons?

### **Ending Letters**

1. What is the purpose of Shelley's irony when Walton recognizes he has found the friend he is looking for only to watch him die?

2. When Walton listens to his men and turns his ship homeward rather than risk their lives, is he accurate in his statement that he has "lost (his) hopes for glory?" Explain.

3. Why does the creature choose to die at the end of the novel? What does his choice suggest about his connection to Frankenstein?

Mayer, L. R. (2009) *A Teacher's Guide to the Signet Classics Edition of Mary Shelly's Frankenstein*. New York, NY: Penguin Group USA Inc.

## Appendix R

### **Anonymous Unit Evaluation**

Tell me your favorite lesson/activity in the last five weeks. Why?	
Tell me your least favorite lesson/activity in the last five weeks. Why?	
Tell me something you would add to the unit. Why?	
Tell me something you would take away from the unit. Why?	
Any other thoughts/questions/concerns.	

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