Introduction
The teaching plans that follow for High School Thematic Unit 11, Transformational Thinking – The Role of Technology in Society were designed and written by Michigan educators to meet the English Language Arts High School Content Expectations. The plan is meant as a model or example of how teachers might help students meet the Michigan Merit Curriculum Course Credit Requirements for Grade 11. Coding in the left column of each page of the plan refers to the English Language Arts High School Content Expectations (4/06).

The selections in this unit include:

- *Mary Shelley's Frankenstein* directed by Kenneth Branagh (T)

Referenced Web Sites:

*The Lorax* (T.S. Geisel):

- www.pegasus51.org/StudyGuide.pdf
- www.deq.state.or.us/wmc/solwaste/rethinkrecyc/K-3/RRK-309.pdf

*Frankenstein* (M. Shelley)

- http://www.pbs.org/wgbh/pages/frontline/shows/organfarm/
- http://unitedstreaming.com

T = One copy needed for teacher read aloud
S = Provide a copy for each student
A = In unit Appendix
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In accordance with the Michigan Merit Curriculum, the educators who have contributed to these units have as their goal **engaging and effective units of instruction** which include:

- appropriate content expectations
- student goal setting and monitoring of progress
- a focus on big ideas that have great transfer value
- focus and essential questions that stimulate inquiry and connections
- valid and relevant skills and processes
- purposeful real-world applications
- relevant learning experiences
- varied and flexible instruction for diverse learners
- research-based instructional strategies
- explicit and systematic instruction
- adequate teacher modeling and guided practice
- review and application of new knowledge
- opportunities for revision of work based on feedback
- student evaluation of units
- culminating celebrations

Instruction must be relevant to today’s rapidly changing world and must spark student interest through engaging texts and activities, as well as, real-world learning experiences. The over-all goal of the units is:

**Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:**

- **Inter-Relationships and Self-Reliance**
- **Critical Response and Stance**
- **Transformational Thinking**
- **Leadership Qualities**

The Michigan Merit Curriculum features essential questions to accompany each of these four key dispositions. Each unit features some or all of the essential questions for the featured disposition as each essential question relates to the unit selections. The plan was developed to take advantage of what each unit text offers for meeting the Michigan English Language Arts High School Content Expectations, including opportunities for direct instruction of text characteristics and features, reading and writing strategies, and on-going literacy development including vocabulary and grammar.

A critical literacy skill developed through the lessons in each genre unit, is fluent oral reading. Many activities are included which help teachers and students become increasingly more proficient in oral reading for an audience. The inclusion of the reader’s theater, choral reading and paired reading are intentional; it is expected that time will be spent practicing and perfecting oral reading skills. Students need opportunities to read text like the author intended it to be read. They should be taught to pay close attention to punctuation, dialogue, sentence rhythm, etc. so they can read with proper intonation, pace,
and emphasis. Students should also hear oral reading only when it has been practiced and reflects the author’s message. For all of these reasons, teachers and students should practice reading any text before reading to an audience. Cold reads for either students or teachers are not appropriate.

These plans were written by a group of grade level educators who all know that as teachers we take lesson plans like these and add our own special touches to make them better and better suited to our students. The reading selections and writing assignments were chosen by grade level educators for their appeal to students’ interests. **The times given are suggestions, as is everything else in these lesson plans.**
## Days 1 and 2

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<tr>
<th>Writing, Speaking, and Expressing</th>
<th>CE 1.2.2</th>
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<td>(30 minutes)</td>
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<td>Introduce this unit by telling students that they will be reading, writing, and discussing issues involving technology in their lives and society as a whole.</td>
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<td>To get students to start thinking critically about the role technology plays in their own lives, have them complete survey “Embracing Technology?” (Appendix #1)</td>
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<tr>
<td>Introduce Essential Questions (Appendix #2):</td>
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<td>Ø What role does technology play in sustaining human life?</td>
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<td>Ø What issues are involved in creating, lengthening, and bettering life?</td>
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<td>Ø What is technology’s role in society?</td>
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<td>Ø What are the trade-offs for technological advances?</td>
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<td>Ø What role will I play in future technology? Question it, consume it, or help to create it?</td>
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<th>CE 1.3.1</th>
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<tr>
<td>Allow students to complete the survey and then create a data wall with columns for students to show their acceptance of each option.</td>
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<td>Have students do a Quick Write on which of these technologies is most important and why. (2 minutes/4 line minimum)</td>
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<td>Have a below the line discussion: students will draw a line under their Quickwrite and volunteers will give opinions which students will then list on their papers.</td>
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<th>Writing</th>
<th>CE 1.1.1</th>
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<td>(80 minutes)</td>
<td>CE 1.1.2</td>
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<td>Introduce the prompt, remind students that when we write, we go through steps known as the writing process:</td>
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**Brainstorming**

Brainstorming is thinking and talking about the topic or theme of the writing and relating it to your own personal life. Brainstorming is asking questions like: “How is technology important in my life? How do I feel about the trade-offs of technological advancement? Which one of the prompt possibilities do I want to write about? How should I organize my writing? (outline, list, graphic organizer, and/or sequencing by chronology or by importance.)

| CE1.1.3, 1.1.4, 1.2.3, 1.3.1 |
| Drafting |
| Drafting is getting ideas down on paper and trying to organize them. Drafting is asking questions like: “How will I start my writing to get my reader to want to read it? What details, examples, anecdotes, and/or
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<th>CE1.1.5, 1.1.6, 1.1.7, 4.1.1</th>
<th>explanations should I write to show my reader how technology impacts our world? How shall I end my writing?”</th>
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**Revising**

Revising is the real work of writing and begins when the writer makes sure that the writing has everything it should have, that it will appeal to the reader (audience) and tell or prove what it is supposed to do (accomplish the purpose). Revising is asking questions like: “Will my reader (audience) know what my point (purpose) is? Is my point or central idea clear and connected to the theme or topic? Have I given important and relevant details, examples, and/or anecdotes to support my point? Is my writing well organized with a beginning that makes my audience want to read on, a middle that makes and supports my point, and an end that satisfies my audience? Have I used interesting words and a variety of sentence lengths and types to engage my reader?”

**Proofreading and Editing**

Proofreading and editing include making sure that the audience can read and understand the words and the point. Proofreading and editing involves asking questions like: “Have I checked and corrected my spelling, punctuation, and capitalization to help my audience understand what I have written? Have I read my work to a friend or myself to make sure it sounds good? Have I looked my writing over to make sure that it’s neat and it invites my audience to read it?”

**Publishing**

Publishing is putting writing in its final form for an audience. Publishing involves asking: “Is my final copy just the way I want my audience to see it?”

As you guide students through each step of the writing process, remind them of the steps and the questions to ask.

If time permits in this session and students have had enough brainstorming time, have students begin their drafts. Go over the writing prompt (See Appendix #3a.) emphasizing the introduction and emphasizing that after brainstorming, students should choose one part of the prompt to write to. Encourage students to make notes on the prompt page and circle or underline the part of the prompt they have chosen.

Circulate and encourage students as they draft. Introduce Writing Assignment: Technology is important in our lives (Appendix #3a).
Directions:
We seem to count more and more on technological and electronic devices that did not even exist until relatively recently like cell phones, computers, video games and high definition TV.

Many people are now asking how far we should go with technological developments. We are faced with questions like:

- **Should** we research the use of stem cells to cure diseases?
- **Should** we create bionic body parts to replace or enhance the human body? (artificial hearts, bionic limbs, etc.)
- We have cloned animals. **Should** we look into cloning humans?
- **Should** our government be allowed to wiretap or listen in to our phone or cell phone conversations or monitor our e-mail in the name of law enforcement or national security?

Work with a partner to research, discuss, and answer in persuasive essay form one of the above **Should** questions. Make sure you include
- a clear thesis statement related to one of the **Should** questions above,
- information or evidence to support your stand on the **Should** question (data, if appropriate), and
- a powerful conclusion.

You and your partner will be presenting your work to the class; be prepared to do so.

On Day 2, remind students of focus corrections, and at the end of the period, students will share their opinions on their selected “should statements.”

**NOTE:** The use of **focus correction** areas provides an opportunity for the teacher to select specific writing skills and craft that will guide writing instruction and assessment. The teacher selects one, two, or three areas to assess in writing, providing focused instruction in those areas. Research continuously points to the need for students to write more and teachers to grade less. In the 2006 ASCD book, *Results Now*, by Mike Schmoker:

“...students are far better off when we score their work for only one or two criteria that we have just finished teaching carefully and explicitly...students need limited amounts of specific feedback—and they
Teachers may find additional information about focus correction areas through Collins Education Associates:
http://www.collinseducationassociates.com/FCAs.htm

Make checks regarding FCAs or other areas in need of improvement.

Write a more polished draft to turn in the next day.

**Option:** To continue through the complete writing process, use the following suggestions for peer editing:

Give students the opportunity to peer-edit their “impact of technology” papers with a partner. Set this activity up by briefly modeling with a student a procedure for peer-editing: Each partner will read aloud his/her draft to the other who will listen carefully thinking of the following questions (See Appendix #3b):

- Is the central idea or point of the writing clear?
- Is the central idea or point supported by important and relevant details, examples, and/or anecdotes?
- Does the writing begin with an interesting and engaging lead, continue with a middle that supports and develops the point, and conclude with an ending that summarizes the point?
- Is the writing interesting with engaging words and different sentence lengths and types?
- What do I as the listener, think is good about the writing?
- Do I have questions and/or suggestions for the writer?

Have the student read aloud his/her draft, then model posing the above questions and answering them with the student. Then tell students that the other student would read his/her writing aloud and the process will repeat. Give students the opportunity to peer-edit in partners for the remainder of the time. Tell them they will have more time in the next session.

Students who have successfully finished peer-editing, should make revision changes to drafts and edit and proofread. Have students use the rubric (See Appendix #3c.) and the checklist: “Review of Writing: Publishing Final Copy.” (See Appendix #3d.)

**Reflecting on Reading and Writing:** An important goal of this unit is for students to reflect on their growth as readers and writers. As readers, listeners and viewers, students should be encouraged to engage in self-assessment while
monitoring their comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning. Students should be encouraged to keep a log of what they read and view independently based on their own interests. Provide opportunities for students to participate and reflect on their participation in book talks, literature circles and film clubs. Also, have students start keeping a portfolio or collection of the writing they do during this unit by including the writing to this prompt in their portfolio. They should keep all writing – Quick Writes, answers to Focus Questions, Think-Write-Pair-Share notes, etc. – so that they can periodically look over their writing to assess strengths, weaknesses and development as a writer.
**Day 3**

| **Reading and Listening** (40 minutes) | Introduce the rest of the unit by saying something like, “You have just written about your opinion of how technology impacts our world. You’ll now be reading and discussing selections from a book that will give you another take on technology’s effect on the world. The book is *The Lorax* by Dr. Seuss. This book is in poetic form and is also on the subject of technology. Then we will be examining several current articles on technology, specifically as it pertains to our future. Finally, we will be reading and sharing a novel, *Frankenstein* in which a character decides to use his scientific knowledge to create a human being.”  

Start by reading the book, *The Lorax* aloud to the students being sure to read with expression and stop to show the illustrations. Teachers should refer to the Handout: Framing Dr. Seuss’s *The Lorax* (See #Appendix #4).

| CD 2.1.1 | CE 2.2.1, 2.2.3, 2.3.2, CE 3.2.4 |
| CE 3.1.8, 3.1.10 | After reading aloud, *The Lorax*, ask students for their reactions to the book. Have a discussion on the advice/criticisms given by Dr. Seuss. The discussion might include:  

  - What has the Once-ler given up to create his thneed factory?  
  - What political statement is being made?  
  - What events in our world are similar to this story?  

After the discussion complete the Needs vs. Wants Activity (See #Appendix 4 and 5).

| **Reading Comprehension Strategies** (15 minutes) | Model how someone might go through *The Lorax* by Dr. Seuss using strategies from *Strategies That Work* by Stephanie Harvey and Ann Goudvis. You might say something like: “As we go through the unit, we will be learning and using the strategies good readers use. Probably you use many of these strategies, sometimes even without thinking about it, but we will pay attention and talk about them often.”

These strategies include:  

- asking questions  
- visualizing  
- determining importance  
- synthesizing  
- inferring  
- making connections  

I will explain each of these strategies and show how I would use the strategies as I read or listen to and view *The Lorax* by Dr. Seuss:

| CE1.2.1, 1.2.3, 2.1.11, 2.1.10, 2.1.12, 2.1.3, 4.1.2, 3.1.4, 2.1.5, 4.2.2, 1.3.7, 3.2.4, 2.3.5, 2.3.6, 2.3.7 | CE2.1.1, 2.2.2 |
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- **Asking questions** means stopping while reading to ask questions like, ‘What is a lorax? Why was the the lorax lifted? Why are there only crows left? Why does the Once-ler live alone?’ What prompted Dr. Seuss to write a book like this?

- **Visualizing** means to make pictures in your mind about what’s going on in the story so you can understand and enjoy the story better. Before I opened the book, I thought about what the setting would be like. I thought about other Dr. Seuss books and wondered if it would be silly or serious. What does the grickle grass look like? Can you imagine a sour smelling wind?

- **Making connections** means putting things together from what I know, other stories I have read and/or what I have experienced and know about the world, to help me understand what I read better. The Once-ler is similar to Scrooge because he is very greedy. My great aunt is lonely because she was afraid to get close to people for fear of having to give up some of her money.

- **Determining importance** is asking what is most important in a story as opposed to the details. I might ask myself, ‘What is the most important point made in the story?’ I would reply:
  - Don’t be greedy.
  - Take care of the environment.
  - Technology can be used to destroy the environment.

- **Inferring** means ‘reading between the lines’ or filling in ideas and meaning that the author leaves out. It is using what you know to figure out what the author does not come right out and tell you. I think that Dr. Seuss has strong feelings about letting industry and consumerism take over our world.

- **Synthesizing** means combining new ideas from what I have read with what I already know to learn something that will help me understand a story or my own life better. I think maybe I need to be more aware of where the things that I buy come from and how their production may be affecting the environment.

Let students know that you will continue to remind them to use these strategies as they read and listen. Tell them that you expect that they will use these strategies to improve their comprehension. Have students take notes on strategies to be used in the future.
**Day 4**

| Reading, Writing, Responding (15 minutes) | Explain **Reading Responsibility Log** (RRL). Students will begin a chapter by chapter log listing words that they didn’t understand and generate questions that they encountered within the chapter. If they have no questions about vocabulary or content, they must opt to write a brief summary of the chapters covered.  
*This may be a spiral bound notebook that is used all year.* They will write the word or words in question and/or including page numbers. Introduce and discuss first two vocabulary words: dominion, ameliorate. |
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<td>Essential Questions</td>
<td>Provide an overview of the essential questions (<strong>Appendix #2</strong>) on which the unit will focus. Tell students to keep these in mind as they are reading, listening, and responding to the chapters.</td>
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<tr>
<td>Reading/Listening/Responding (40 minutes)</td>
<td>The teacher should Frame the Text <em>Frankenstein</em> (See <strong>Appendix #7a-d</strong>). Have students view the first six segments of the Great Books: Mary W. Shelley - <em>Frankenstein</em> Video from United Streaming to clarify and provide background information. <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></td>
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| CE 3.2.1, 3.2.4 | Discuss role, audience, purpose of “letters” at beginning of novel. Role: a brother/scientist/explorer  
Audience: sister  
Purpose: to inform of Robert Walton’s whereabouts/adventures |
| CE 1.2.2 | Have students read “Letters” aloud. (Assign in advance so students have opportunity to practice. Choose a different student for each letter.) Stop and discuss each letter as they are read. Use 2-3 minute written response format for each of the questions:  
- What questions do you have so far?  
- How is this letter similar to the letters/notes that you may write to your siblings/friends?  
- Imagine what the setting looks like.  
- Given what you’ve learned about Robert Walton’s character, what role do you predict he will play in the novel? |
Based on his writings, what are the two most important things you’ve learned about Robert Walton?

What other people do you know of in society or literature who have also been driven by ambition?
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**Day 5**

| Using Current Research  
(20 minutes) |
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<th><strong>Using Current Research (20 minutes)</strong></th>
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<td>CE 2.3.2, 1.4.1-1.4.7</td>
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**NOTE TO TEACHERS:** You will now be sharing linking text(s) with students. The linking text or texts reflect one or more of the characteristics below and lead to the identified disposition of the unit – Relationships:
- discrepant text that results in seeing the big idea from a totally different perspective,
- different genre or medium that mirrors the theme or big idea of the anchor text in another form,
- supporting text that extends or embellishes the big ideas or themes in the anchor text, and/or
- text connected to the anchor text at an abstract level.

Give students Hyde Park (Appendix #8) assignment guidelines. They will be asked to find a current article in the media in which technology is used for a negative or positive result. They will be asked to use the article in their culminating assessment which will address the following essential questions:

- What role does technology play in sustaining human life?
- What issues are involved in creating, lengthening, and bettering life?
- What is technology’s role in society?
- What are the trade-offs for technological advances?
- What role will I play in future technology? Question it, consume it, or help to create it?

Model this by reading a summary of a current article involving using technology. eg. “Terror on the Internet” (terrorists using internet to connect & learn how to make bombs). A PDF of this article can be downloaded at [http://www.usip.org/pubs/specialreports/sr116.html](http://www.usip.org/pubs/specialreports/sr116.html)

| Literary Analysis  
(10 minutes) |
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1) Introduce **Frame Narration**: a story set within a story (Victor tells Robert, Robert tells it to his sister in the letters)
2) Introduce **Mood**: the feeling or atmosphere that the writer creates for the reader

| Writing/ Speaking/ Listening  
(25 minutes) |
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See Appendix #9 for Focus Question guidelines for teachers. Teacher models answering Focus Question #1 using the following: (See Appendix #11 for a Think Aloud Procedures). (If you wish to introduce students to the scoring rubric for focus questions, see Appendix #12).

**Focus Question #1 (Appendix 10):** Often the opening chapter of a novel sets the mood. What mood is established in this opening section?
2.3.8, 2.3.3

**Answer Plan**

1. Introduce the answer by restating the question.
2. Write several sentences giving specific examples of language used in the text that contributes to the overall mood achieved.
3. Conclude with a prediction about how this mood will contribute to the overall story.

**Possible Answer**

[1] In “Letters,” Mary Shelley sets the mood for the novel. [2] The mood established is one of suspense and danger. Robert Walton’s letters to his sister indicate that there is a definite feeling of danger and sense of adventure in his travels. He talks about a “laborious voyage” and claims to “prefer glory to every enticement that wealth placed in [his] my path.” He seems to be a solitary figure, not planning to make any friend on his journey. This establishes the feeling of loneliness. [3] If the mood established will continue in this vain, this story will be one of sadness and danger and loneliness.

*Use various methods to share ideas before and/or after focus questions are answered. Examples are partner share/discussion, small group discussion, Socratic circle format using the focus question as the initiating question.*

Students will read Chapters 1 and 2 for homework. Pass out Talking to the text Bookmark 2 (See [Appendix #13a and b](#)).
**Reading, Writing, Responding (20 minutes)**

RRL: Chapters 1 and 2
Discuss RRL in small groups of 3-4 trying to answer questions. Any leftover questions will be taken to large group.

4 words will be examined closely: plaited, penury, sublime, filial

Use contextual clues to “read around the word” to determine “own meaning” then discuss actual dictionary definitions of the given words. (Use this process throughout unit.)

**Literary Analysis, Reading, Writing, Responding (35 minutes)**

Teacher models answering Focus Question #2 using the following: (See Appendix #15 and Appendix #11 for Think Aloud Procedure) (See Appendix #12 for Focus Question Rubric).

**Focus Question #2**

In Chapter 2, what becomes the focus of Victor’s studies and what event pushes this interest further?

**Answer Plan**

1. Restate the question.
2. Describe in detail the content of Victor’s studies.
3. Conclude by explaining the event that happens which triggers further interest in this field of study.

**Possible Answer**

[1] In Chapter 2, Victor becomes very interested in metaphysical explanations for life and its root causes. [2] He begins to read “fringe” literature, which offers some very ancient notions of science and medicine. [3] When he is 15, a violent thunderstorm destroys a tree, leaving mere shreds behind. This leaves him with many questions as to how things happen.

Students will read Chapters 3 and 4 in class and/or for homework.
## Day 7

| Reading, Writing, Responding (10 minutes) | RRL: Chapters 3 and 4  
Discuss RRL in small groups of 3-4 trying to answer questions.  
Any leftover questions will be taken to large group.  
4 words will be examined closely: recapitulation, palpable, emaciated, incipient |
| Writing/ Speaking/ Listening (15 minutes) | Have students work with partners using the Answer Plan to answer Focus Question #3 (See Appendix #16) (See Appendix #12 for a scoring rubric).  

**Focus Question #3**  
What does Victor mean when he 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 that man is who believes his native town to be the world, then he who aspires to become greater than his nature will allow.” To what extent do you agree or disagree with this philosophy?  

**Answer Plan**  
1. Restate quotation.  
2. Explain what he means by this.  
3. Conclude by determining whether you agree or disagree and why.  

**Possible Answer**  
[1] Victor says to Robert Walton, “Learn from me, if not by my precepts, at least by my example, how dangerous is the acquirement of knowledge and how much happier that man is who believes his native town to be the world, then he who aspires to become greater than his nature will allow.”  
[2] He is actually warning Robert Walton not to become too ambitious with his endeavors and his pursuit of knowledge.  
[3] I agree that sometimes ambition can be taken too far.  

Have students share their responses with the whole group.  

| Listening/ Viewing (25 minutes) | Throughout this unit, students will view four 10-15 minute video clips which will act as media linking texts and reflect the essential questions of the unit:  
- What issues are involved in creating, lengthening, and bettering life?  
- What is technology’s role in society?  
- What are the trade-offs for technological advances? |
What role will I play in future technology? Question it, consume it, or help to create it?

What price am I willing to pay for immortality?

These clips will stimulate ideas for the Hyde Park Assignment.

Introduce clip by saying:

“Today you will be watching a video clip about how in 1999, a 21 year old woman named Amanda Davis suffered a massive stroke paralyzing her left side. She decided to become the fifth person to volunteer for an experimental clinical trial which involved injecting pig neural cells into her brain. As you view this clip think about the essential questions of this unit.”

Frontline: Organ Farm

http://www.pbs.org/wgbh/pages/frontline/shows/organfarm/etc/video.html

Following the clip, students will do a Think-Pair-Share (See Appendix #14) using one of the Essential Questions listed above.

Students will read Chapters 5 and 6 for homework.
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### Day 8

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<th>Reading and Writing (10 minutes)</th>
<th>3-5 minute written quiz: (for reading check and assessment)</th>
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<tr>
<td>CE 3.1.2</td>
<td>Describe Victor’s reaction after finishing his creation.</td>
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<tr>
<th>Reading, Writing, Responding (15 minutes)</th>
<th>RRL: Chapters 5 and 6</th>
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<tbody>
<tr>
<td>CE 3.2.5, 2.1.3, 2.1.7, 2.3.6, 4.1.2</td>
<td>Discuss RRL in small groups of 3-4 trying to answer questions.</td>
</tr>
<tr>
<td></td>
<td>Any leftover questions will be taken to large group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literary Analysis CE 3.1.1</th>
<th>4 words will be examined closely: lassitude, shroud, vacillating, diffident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Craft</td>
<td>Define allusion – an indirect reference to a person, event, statement or theme found in literature.</td>
</tr>
<tr>
<td></td>
<td>Discuss literary allusion to Dante’s <em>Inferno</em> p. 36.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING/ LISTENING/ SPEAKING (30 minutes)</th>
<th>Have students work with partners using the Answer Plan to answer Focus Question #4 (See Appendix #17) (See Appendix #12 for a scoring rubric).</th>
</tr>
</thead>
</table>
| CE1.1.1, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.3.2, 1.3.3, 2.3.8, 2.3.3 | Focus Question #4  
In what way does the poem on page 36 aid in the clarification of Victor’s emotional status? |

**Answer Plan**
1. Restate question as a statement.
2. Explain the mood of the poem.
3. Make the connection between Victor’s emotional state and that of this poem.

**Possible Answer:**
[1] The poem on page 36 is parallel in emotional state to Victor’s emotional state.  
[3] Victor is in a state of depression and denial after creating his being. He realizes that it has escaped, but doesn’t want to let anyone know of its existence or his part in the creation of it. He hopes that he can just forget and move on.

<table>
<thead>
<tr>
<th>Exit Card: Quick Write</th>
<th>What do you know about reproductive technology? (using technology to aid in reproduction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 2.1.1</td>
<td></td>
</tr>
<tr>
<td>*Collect these exit cards to assess how much students actually know about this topic before the article tomorrow.</td>
<td></td>
</tr>
</tbody>
</table>

---
To set the stage for reading a current article on reproductive technology, begin with World Wide Café: Butcher block paper and 1 question each will be placed on tables/desks and students will circulate answering the questions and responding to others’ answers silently. Follow up conversation can be used or the silent conversation may be used alone.

- What price would you be willing to pay for immortality?
- What sorts of medical technology would you choose to undergo?
- How might the world be different if scientists could design humans?

Define difficult vocabulary:
- Embryo:
- Gestate:
- Sentient:
- Infertility:
- Conception:

Explain to students that the essential questions of the unit will also be explored through reading and viewing of other texts: (See Appendix #2).

- What issues are involved in creating, lengthening, & bettering life?
- What is technology’s role in society?
- What are the trade-offs for technological advances?
- What role will I play in future technology? Question it, consume it, or help to create it?
- What price am I willing to pay for immortality?

The use of a discrepant text will provide the opportunity for students to explore the theme in a new perspective.

Provide an overview of the genre of a feature article (See Appendix #18) to aid students’ ability to navigate and comprehend the material. Review the comprehension strategies as they relate to expository text.

Allow students time to read “Souls on Ice…” article or other current article on reproductive technology (See Appendix #19a-h). You may want to have students use marginalia (See Appendix #20) or another form of responsive note-taking as
they explore the details of the article. You may also opt to “jigsaw” the article and assign various students to read, summarize, and react to a portion of it. Students will then meet and discuss with others to get an overview of the article in its entirety.

After students have read and responded to the article, provide time for discussion of the article in relation to the essential questions of the unit.

<table>
<thead>
<tr>
<th>Checking for Understanding (10 minutes)</th>
<th>Exit Ticket 3-5 minute <em>Quick Write quiz:</em> The IVF problem lies in determining what to do with the extra embryos. What are some of the options that parents have chosen in the past? Name at least two.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read Chapters 7 and 8 for homework.</td>
</tr>
</tbody>
</table>
# Learning Life’s Lessons through Literature - ELA High School Unit – Macomb ISD
## Unit 11.3 _ Teaching Plan

### Day 11

| Reading, Writing, Responding (15 minutes) | RRL: Chapters 7 and 8  
Discuss RRL in small groups of 3-4 trying to answer questions.  
Any leftover questions will be taken to large group.  
4 words will be examined closely:  prognosticate, candor, conjecture, perdition |
|-----------------------------------------|-------------------------------------------------------------|
| Reading/Listening/Speaking (20 minutes) | Have students work with partners using the Answer Plan to answer Focus Question #5 (See Appendix #21) (See Appendix #12 for a scoring rubric).  
**Focus Question #5**  
Oftentimes authors use the technique of letter writing in their novels. Why do you suppose Shelley uses this technique to allow her readers to learn of William’s death?  
**Answer Plan**  
1. Restate question as a statement.  
2. Explain why an author during this time period would use a letter.  
3. Explain the purpose of using the letter rather than just having Victor retell the story.  
**Possible Answer**  
[1] Shelley uses the technique of a letter from Alphonse to Victor to tell the reader about William’s death.  [2] During this time period there were very few methods of communication compared to now. They didn’t have the telephone or internet, so personal letters were one of the only forms of communication over a distance. She may have used the actual letter from Alphonse to show his character since we don’t know that much about him. [3] Also, the letter from him gives a detailed firsthand account whereas if Victor were telling the story to Robert Walton in his words, we may not get much specific detail.  
Share responses to Focus Question in small groups. Beforehand, remind students of the importance of being attentive and civil, gaining the floor politely, posing appropriate questions, and tolerating difference of opinion and lack of consensus and remind them how they might enhance their own listening comprehension:  
- monitor message for clarity and understanding,  
- ask relevant questions,  
- provide verbal and nonverbal feedback,  
- notice cues such as change of pace and emphasis that indicate a new point is about to be made, and  
- take notes to organize essential information.  |
| CE 3.2.5, 2.1.3, 2.1.7, 2.3.6, 4.1.2 | CE1.1.1, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.3.2, 1.3.3, 2.3.8, 2.3.3 | CE1.2.1, 1.2.3, 2.1.11, 2.1.10, 2.1.12, 2.1.3, 4.1.2, 3.1.4, 2.1.5, 4.2.2, 1.3.7, 3.2.4, 2.3.5, 2.3.6, 2.3.7 |
**Listening Life’s Lessons through Literature** - ELA High School Unit – Macomb ISD  
**Unit 11.3 _ Teaching Plan**

<table>
<thead>
<tr>
<th>Teacher will monitor by listening in on group conversations.</th>
</tr>
</thead>
</table>

### Listening/Viewing (25 minutes)

| CE 2.1.1, 2.1.4, 2.1.10, 2.1.11, 2.1.12, 2.2.2, 2.2.3, 3.1.9, 3.1.2, 3.4.1, 3.4.2, 3.4.3 |

Students will view the second of four 10-15 minute video clips which act as media linking texts and reflect the essential questions of the unit:

- What issues are involved in creating, lengthening, and bettering life?
- What is technology’s role in society?
- What are the trade-offs for technological advances?
- What role will I play in future technology? Question it, consume it, or help to create it?
- What price am I willing to pay for immortality?

These clips will stimulate ideas for the Hyde Park Assignment.

Introduce clip by saying:

```
“Today’s clip is entitled How to Make a Nose - Tissue engineers build a nose, heart muscle, and even a retina from the ground up.”
```


Following the clip, students will do a Think-Pair-Share (See Appendix #14) using one of the Essential Questions listed above.

Students will read Chapters 9 and 10 in class and/or for homework.
**Listening/Viewing**

(25 minutes)

CE 2.1.1, 2.1.4, 2.1.10, 2.1.11, 2.1.12, 2.2.2, 2.2.3, 3.1.9, 3.1.2, 3.4.1, 3.4.2, 3.4.3

<table>
<thead>
<tr>
<th>Students will view the third of four 10-15 minute video clips which act as media linking texts and reflect the essential questions of the unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ What issues are involved in creating, lengthening, and bettering life?</td>
</tr>
<tr>
<td>➢ What is technology’s role in society?</td>
</tr>
<tr>
<td>➢ What are the trade-offs for technological advances?</td>
</tr>
<tr>
<td>➢ What role will I play in future technology? Question it, consume it, or help to create it?</td>
</tr>
<tr>
<td>➢ What price am I willing to pay for immortality?</td>
</tr>
</tbody>
</table>

These clips will stimulate ideas for the Hyde Park Assignment

Introduce clip by saying:

“Today’s clip is entitled “Body on a Bench - A tiny, living liver is the first step towards a lab version of the human body”.


Following the clip, students will do a Think-Pair-Share (See #Appendix14) using one of the Essential Questions listed above.

---

**Speaking (discussion), Listening, Viewing**

(30 Minutes)

CE1.2.1-1.2.3, 2.1.9-2.1.12, 2.3.1-2.3.7, 3.4.3, 3.4.4, 4.1.1, 4.1.4

Tell students that they now will be working in groups to complete the activity “You Be the Judge” (See #Appendix 22a and b).

Students will be a member of the Transplant Review Board at City General Hospital. Four patients, all with the same lung size and blood type are on a transplant waiting list. Your job is to decide who should receive the lung transplant when the next suitable organ becomes available.

Read over the Procedures with the class:

1. Read each case study.

2. Discuss with team members what kinds of criteria would be important in making this decision and create a set of guidelines based on your discussion. Review each case using these guidelines.
<table>
<thead>
<tr>
<th>Learning Life’s Lessons through Literature - ELA High School Unit – Macomb ISD Unit 11.3 _ Teaching Plan</th>
</tr>
</thead>
</table>
| **3.** Who would you choose for the transplant? Defend your reasoning. Tell students to use the Handout: You Be the Judge *(See Appendix #22a).*  

**4.** Is there any additional information you would have liked to know in order to make your decision? If so, create a list of what else you would have wanted to know. State reasons why that information might have helped guide your choice.  

Students will then share their choices and reasons with the class. |
**Learning Life’s Lessons through Literature - ELA High School Unit – Macomb ISD**

**Unit 11.3 _ Teaching Plan**

**Day 13**

<table>
<thead>
<tr>
<th>Reading, Writing, Responding</th>
<th>3-5 minute <em>Quick Write quiz</em>: Explain the creature’s request of Victor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(15 minutes)</td>
<td><strong>RRL</strong>: Chapters 9 and 10</td>
</tr>
<tr>
<td>CE 3.2.5, 2.1.3, 2.1.7, 2.3.6, 4.1.2</td>
<td>Discuss RRL in small groups of 3-4 trying to answer questions.</td>
</tr>
<tr>
<td></td>
<td>Any leftover questions will be taken to large group.</td>
</tr>
<tr>
<td></td>
<td>4 words will be examined closely: ephemeral, impetuous, rent, dissoluble</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literary Analysis</th>
<th>Flashback – the technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information. Have students discuss the use of this technique in pairs. (The creature’s story is told in a flashback.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10 minutes)</td>
<td>CE 3.1.1, 3.2.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading/Listening/Speaking</th>
<th>Have students work independently using the answer plan to answer Focus Question #6 (See Appendix #23) (See Appendix #12 for a scoring rubric).</th>
</tr>
</thead>
<tbody>
<tr>
<td>(30 minutes)</td>
<td><strong>Focus Question #6</strong></td>
</tr>
<tr>
<td></td>
<td><em>Why does Victor decide to stay with him and listen to the creature’s story?</em></td>
</tr>
<tr>
<td></td>
<td><strong>Answer Plan</strong></td>
</tr>
<tr>
<td></td>
<td>1. Restate the question</td>
</tr>
<tr>
<td></td>
<td>2. Explain why you think Victor decides to listen.</td>
</tr>
<tr>
<td></td>
<td>3. Conclude by giving a prediction of what his story will be.</td>
</tr>
<tr>
<td></td>
<td><strong>Possible Answer</strong></td>
</tr>
<tr>
<td></td>
<td>[1] Victor chooses to go to the hut with the creature in order to hear his story. I think Victor goes with him out of curiosity. [2] He wonders what he has done over the past two years and possibly why he killed William. He also is to some degree afraid of what the creature might do to other loved ones if he doesn’t cooperate with him. Victor does feel some compassion toward the creature for what he has gone through alone. [3] I think maybe he will try to blame all of his actions on Victor.</td>
</tr>
<tr>
<td></td>
<td>Students will read Chapters 11 and 12 in class and/or for homework.</td>
</tr>
<tr>
<td></td>
<td>Pass out <em>Talking to the Text Bookmark 3</em> (Appendix 24a and b).</td>
</tr>
</tbody>
</table>
## Day 14

### Reading, Writing, Responding

- **RRL:** Chapters 11 and 12
- Discuss RRL in small groups of 3-4 trying to answer questions. Any leftover questions will be taken to large group.
- 4 words will be examined closely: assuage, hovel, enigmatic, execration

### Reading/Listening/Speaking

- CE 3.2.5, 2.1.3, 2.1.7, 2.3.6, 4.1.2

<table>
<thead>
<tr>
<th>Reading/Listening/Speaking (10 minutes)</th>
<th>CE 1.1.1, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.3.2, 1.3.3, 2.3.8, 2.3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss RRL in small groups of 3-4 trying to answer questions. Any leftover questions will be taken to large group. 4 words will be examined closely: assuage, hovel, enigmatic, execration</td>
<td></td>
</tr>
</tbody>
</table>

### Reading and Listening

- CE 2.1.5, 2.1.12, 2.2.3

<table>
<thead>
<tr>
<th>Reading and Listening (30 minutes)</th>
<th>Teacher reads aloud Chapter 13.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students work independently using the answer plan to answer Focus Question #7. (See Appendix #25) (See Appendix #12 for a scoring rubric).</td>
<td></td>
</tr>
<tr>
<td><strong>Focus Question #7:</strong> During the creature’s time in the hovel, he learns many things about life. What areas of life does he gain insight about.</td>
<td></td>
</tr>
<tr>
<td><strong>Answer Plan:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Restate question in form of an answer.</td>
<td></td>
</tr>
<tr>
<td>2. Explain why he was in the hovel.</td>
<td></td>
</tr>
<tr>
<td>3. Explain 3 areas of life that he learns about.</td>
<td></td>
</tr>
<tr>
<td><strong>Possible Answer:</strong></td>
<td></td>
</tr>
<tr>
<td>[1] During the creature’s time in the hovel, he learns many things about life. [2] He was in the hovel hiding out watching the DeLacey family that was living inside the cottage. [3] From this family he learns love and acceptance. Even in difficult times, this family provides love and support for one another. He also discovers that he is different from the others when he sees his reflection in the water. The creature also begins to learn the basics of speaking and writing which will further his academic ability.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading and Listening (30 minutes)</th>
<th>Have students use a T-chart-graphic organizer to compare/contrast the creature and the other human beings that he has come into contact with.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples may include the following: possessed no money or friends, larger but stronger than the others, hideous</td>
<td></td>
</tr>
<tr>
<td>Students read individually Chapter 14.</td>
<td></td>
</tr>
</tbody>
</table>
### Reading, Writing, Responding

- **(10 minutes)**
  - CE 3.2.5, 2.1.3, 2.1.7, 2.3.6, 4.1.2
  - RRL: Chapters 13 & 14
  - Discuss RRL in small groups of 3-4 trying to answer questions. Any leftover questions will be taken to large group.
  - 4 words will be examined closely: squalid, subsist, ensuing, mandate

### Literary Analysis

- **(10 minutes)**
  - CE 3.1.3, 3.2.4
  - Discuss the technique of parallel plotlines; share examples from other well-known pieces of literature from past ELA curriculum.

### Reading/Listening/Speaking

- **(35 minutes)**
  - CE 1.1.1, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.3.2, 1.3.3, 2.3.8, 3.1.3, 3.2.4, 2.3.3, 2.3.3
  - Have students work with partners to build an Answer Plan and answer Focus Question #8. (See Appendix #26) (See Appendix #12 for a scoring rubric)

**Focus Question #8:**

*In a piece of literature, the author often creates parallel circumstances among characters and situations to create emphasis. Why does Shelley draw such a parallel between the DeLacey family and the creature?*

**Answer Plan:**
1. Restate question.
2. Explain the parallel that is drawn giving specific examples.
3. Explain in your opinion what is shown by this parallel.

**Possible Answer:**

[1] Shelley creates a parallel between the DeLaceys and the creature to emphasize their similar situations. [2] The DeLaceys have been exiled from their own land due to legal and financial issues. They are forced to live in a foreign land in extreme poverty. I believe Shelley’s purpose in this parallel is to show the same poverty and “otherness” that the creature must endure, but to also show that despite the poverty and outcast state, the family still shares love and togetherness, which probably keeps them afloat. This, in addition to his own poverty and exile is also something the creature lacks. The creature’s understanding of this love between the family members, makes his life seem even more lonely and desperate.

**NOTE:** If you plan to use the Reader’s Theater from Chapter 15 (See Appendix #27a-b) on Day 15, assign parts and give students scripts to practice for homework. The inclusion of the reader’s theater is intentional; it is expected that time will be spent practicing and perfecting oral reading skills. Students need
opportunities to read text like the author intended it to be read. They should be taught to pay close attention to punctuation, dialogue, sentence rhythm, etc. so they can read with proper intonation, pace, and emphasis. Students should also hear oral reading only when it has been practiced and reflects the author’s message. For all of these reasons, teachers and students should practice reading any text before reading to an audience. Cold reads for either students or teachers are not appropriate.
### Day 16

| Writing, Reading, and Expressing  
(20 Minutes) | World Wide Café: Questions will be written on large paper around the room and students will circulate answering them in writing, silently. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CE1.1.4, 1.2.1, 1.2.2, 1.2.3, 2.1.1</td>
<td>• What parental responsibility should Victor have to his creature?</td>
</tr>
<tr>
<td></td>
<td>• How has the DeLacey family played the role of parental figures to the creature?</td>
</tr>
<tr>
<td></td>
<td>• How much responsibility should parents have to the children they create?</td>
</tr>
<tr>
<td></td>
<td>• Do you think Victor will take on more responsibility for his creature after hearing his story?</td>
</tr>
<tr>
<td></td>
<td><strong>1-2 minute response writing:</strong> Does Victor play the role of a “good parent” to his creation?</td>
</tr>
</tbody>
</table>

| Reading/Listening/Speaking  
(30 minutes) | Have students perform the Reader’s Theater: Chapter 15, end of p. 94-end of p. 96  
(See Appendix #27a-b.) Tell the students that they are going to do a Reader’s Theater, a form of a play, with part of *Franken stein*. A Readers’ Theater is a presentation of text read aloud expressively and dramatically by two or more readers (Young & Vardell, 1993). The message is expressed primarily through reader’s expressive and interpretive readings rather than through actions, costumes or props. Reader’s Theater performances add enjoyment to reading and help build fluency. Read several of the parts from the Reader’s Theater modeling good expression, prosody, and intonation.  
**2-3 minute written response question**  
1. Why do you think the creature was able to confide in the old man?  
2. What does this say about our society’s priorities and/or prejudices?  
|-------------------------------------------------|-------------------------------------------------------------------------------------------------|
| CE 2.3.7, 3.1.2, 3.1.9, 3.1.7, 3.3.3, 3.2.5, 3.2.4, 3.3.3 | Partner discussion after each writing  
Class discussion after both writings are finished  
Have students read Chapter 16 for homework. |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Reading, Writing, Responding**             | RRL: Chapters 15 and 16  
Discuss RRL in small groups of 3-4 trying to answer questions.  
Any leftover questions will be taken to large group.  
4 words will be examined closely: deprecate, tumult, spurned, vestige |
| **Reading/Listening/Speaking**               | Have students work with partners to build an Answer Plan and answer Focus Question #9. (See Appendix #28.) (See Appendix #12 for a scoring rubric.)  
**Focus Question #9:**  
The creature is a gentle and empathetic being when he begins his lonely journey. What events cause him to change his attitude? What do these events say about humankind?  
**Answer Plan:**  
1. Restate question in form of answers.  
2. Explain the events that cause him to change his attitude.  
3. Explain what you think this shows about humankind and its beliefs/values.  
**Possible Answer:**  
[1] The creature encounters several events that change his attitude/personality from gentle to angry. This says a lot about the values of humankind.  
[2] After watching and listening to the cottagers for a year, he approaches the old man, but is then rejected by the rest of the DeLacey family. Then he saves a human and is nearly killed for his actions.  
[3] This really gets to the heart of how humankind fears those who are different. Humankind turns its back on those who are disfigured or grotesque looking. |
| **Writing/Speaking/Listening**               | Teacher reads aloud Chapter 17.  
(Creature’s request for a mate sets a moral question at center of plot. Should he create another being?)  
Students create a graphic organizer showing cause/effect of the situation.  
**Cause:** Victor decides to create a woman  
**Effect:** They may reproduce and take over the world.  
**Cause:** Victor decides not to create a woman  
**Effect:** Creature may kill him.  
Creature may kill more of Victor’s loved ones. |
<table>
<thead>
<tr>
<th>Make predictions as to what will happen and what decision Victor will make.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read Chapter 18 for homework.</td>
</tr>
<tr>
<td>Pass out Talking to the Text Bookmark 4 (Appendix 29a and b).</td>
</tr>
</tbody>
</table>
Learning Life’s Lessons through Literature - ELA High School Unit – Macomb ISD
Unit 11.3 _ Teaching Plan

Day 18

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **Reading, Writing, Responding** (10 minutes) | RRL: Chapters 17 and 18  
Discuss RRL in small groups of 3-4 trying to answer questions.  
Any leftover questions will be taken to large group.  
4 words will be examined closely: detrimental, malice, acquiesced, indolence |
| **Literary Analysis** (10 minutes) | Foreshadowing- give definition, discuss purpose  
Discuss Shelley’s use of it regarding Clerval- pp.113-114 |
| **Reading/Listening/Speaking** (15 minutes) | Have students work independently to build an answer plan and answer Focus Question #10. (See Appendix #30.) (See Appendix #12 for a scoring rubric.)  
**Focus Question #10:**  
How does Victor explain his trip to England and why does his family accept it so easily?  
Answer Plan:  
1. Restate question first line.  
2. Give his explanation of his trip abroad.  
3. Give reasons why his family accepts it so easily.  
**Possible Answer:**  
[1] Victor explains his trip to England so well that his family easily accepts it and sends him away with their good wishes.  
[2] He says that he needs some time away, as a last journey as a single man before he comes home to make Elizabeth his wife.  
[3] His family accepts this explanation easily because he seems to have risen out of his depression and shows some interest in something finally. They also know that Henry Clerval is accompanying him, so this makes them rest easily. |
| **Listening/Viewing** (25 minutes) | Students will view the last of the four -15 minute video clips which act as media linking texts and reflect the essential questions of the unit:  
- What issues are involved in creating, lengthening, and bettering life?  
- What is technology’s role in society?  
- What are the trade-offs for technological advances?  
- What role will I play in future technology? Question it, consume it, or help to create it? |
<table>
<thead>
<tr>
<th>What price am I willing to pay for immortality?</th>
</tr>
</thead>
</table>

These clips will stimulate ideas for the Hyde Park Assignment

Introduce clip by saying “In the video *The Search for the Perfect Heart*
- Science continues the quest to replace our most critical organ.”


Following the clip, students will do a Think-Pair-Share (See Appendix #14) using one of the Essential Questions listed above.

Students read Chapters 19 and 20 in class and/or for homework.
### Day 19

| Reading, Writing, Responding (10 minutes) | RRL: Chapters 19 and 20  
Discuss RRL in small groups of 3-4 trying to answer questions.  
Any leftover questions will be taken to large group.  
4 words will be examined closely: palpitate, expedite, presentiment, atrocious |
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<tr>
<td><strong>Reading/Listening/Speaking</strong> (25 minutes)</td>
<td>Have students work independently to build an answer plan and answer Focus Question #10. (See Appendix #12 for a scoring rubric.)</td>
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| **Focus Question #11:**  
After putting so much work into creating the second creature, why does Victor ultimately destroy it rather than bring it to life?  
**Answer Plan:**  
1. Restate the question in topic sentence.  
2. Explain why Victor destroys the creature.  
3. Conclude by predicting what the creature will do now.  
**Possible Answer:**  
[1] After putting much work and misery into deciding to and then creating the female, Victor destroys it before bringing it to life.  
[2] I believe that Victor is angry at the creature for forcing him to create another being for him. He wants to rebel against the creature rather than do as he has asked. Victor is also afraid of what harm may be done if there are two of these beings with super strength in the world. He worries that they may be able to recreate.  
[3] I think the creature will take his ultimate revenge on Victor now and kill everything else that is near and dear to him. |
| Reading, Listening, and Viewing (20 minutes) | Show video clip of Mary Shelley’s *Frankenstein* directed by Kenneth Branaugh.  
Show the scene where the creature kills Elizabeth and then tries to reassemble her.  
**2-3 minute written response:** Why would this scene be done differently for the movie?  
Discuss what differences this brings to the storyline. |
| **Students read Chapters 21-23 for homework.**  
**Pass out Talking to the Text Bookmark 5 (Appendix 32a and b).** |
# Learning Life’s Lessons through Literature - ELA High School Unit – Macomb ISD
## Unit 11.3 _ Teaching Plan

### Days 20 and 21

<table>
<thead>
<tr>
<th><strong>Reading, Writing, Responding</strong> (10 minutes)</th>
<th><strong>Reading, Listening, Speaking</strong> (25 minutes)</th>
<th><strong>Writing, Speaking, Listening</strong> (75 minutes)</th>
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<tbody>
<tr>
<td>CE 3.2.5, 2.1.3, 2.1.7, 2.3.6, 4.1.2</td>
<td>CE 2.1.5, 2.1.12, 2.2.3</td>
<td>CE 1.1.1-1.1.5, 1.2.1, 1.2.3, 1.3.1, 1.3.7, 1.5.1</td>
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<tr>
<td><strong>RRL:</strong> Chapters 21-23</td>
<td><strong>Teacher will read Chapter 24 aloud.</strong></td>
<td><strong>Students will begin thinking about the culminating multimedia project called: Show What You Know.</strong></td>
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</table>
| Discuss RRL in small groups of 3-4 trying to answer questions. Any leftover questions will be taken to large group. 4 words will be examined closely: precarious, vexation, consternation, invective | **3-5 minute written response:** *How does Victor’s story affect Robert Walton?* Discuss in pairs. (See Appendix #14 for Think-Pair-Share procedure.) | **Explain the culminating multimedia project which will address the Essential Questions listed below (See Appendix #33):**

- What issues are involved in creating, lengthening, and bettering life?
- What is technology’s role in society?
- What are the trade-offs for technological advances?
- What role will I play in future technology? Question it, consume it, or help to create it?
- What role does technology play in sustaining human life?

This presentation should represent the learning and knowledge gained from texts studied in this unit. |

**Reflecting on Reading and Writing:** An important goal of this unit is for students to reflect on their growth as readers and writers. As readers, listeners and viewers, students have been encouraged to engage in self-assessment while monitoring their comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning. Have students return to their reading/viewing logs to reflect on the variety and diversity of their reading and viewing habits.
OPTION: Have students reflect upon the following (See Appendix #34):

The selections in this unit, especially Mary Shelley's *Frankenstein*, have caused us to wonder about essential questions like, "What issues are involved in creating, lengthening, and bettering human life." However, we are left with yet another question, "What makes a human, a human?" If we clone a human, will it be "human"? If we create a being like Frankenstein, is that being "human"?

Think about these questions and about all that you have read, listened to, viewed, discussed and written about during this unit.

Students will then write a personal reflection in answer to the question, "What constitutes human life?"

Because this is a personal reflection, you will want them to include their own beliefs and ideas in addition to what they have learned from the selections. Remind students to think about what they have learned from their multi-media presentation and others'. They should review their writing and bookmarks for ideas to include.

Also have students return to their portfolios or collections of writing – prompt writing, Quick Writes, answers to Focus Questions, Think-Write-Pair-Share notes, Response to Literature, etc. – to assess strengths, weaknesses and development as a writer.