

# Unit 2: Voice in Synthesis (Weeks 10-17)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## Unit 2: Voice in Synthesis

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This unit serves as an opportunity for students to focus on analyzing literary texts while writing persuasive/synthesis pieces. Throughout the unit, students will read a literary text while developing their skills to support ideas using evidence from text, as well as make connections to our own society. When implementing this unit, teachers should consider that this may be some students first exposure to Romantic literature, and that there may be a need for extensive background information to be taught.

## Essential Questions

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What consequences do we face when we don't take responsibility for our actions?

Can individuals transform society?

How can scientific advancement and exploration be both good and bad?

What happens when our ideals are realized?

What is the relationship between nature and nurture?

## Pre-Assessments

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Paradise Lost group work/presentation:

Students will demonstrate their ability to read a passage (from Paradise Lost) and analyze a specific character in the context of their reading. This character analysis will be helpful in a future discussion when allusions from Paradise Lost appear in Frankenstein.

## Instructional Plan

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## Background Notes

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**Student Learning Intentions or We are learning to ... (WALT)**

WALT...Initiate and participate effectively in a range of collaborative discussions

### **Student Success Criteria ... “I can statements”**

I can participate in an academic discussion

I can use annotation skills to prepare for an academic discussion

### **Instructional Strategies and Activities**

Background notes on Romanticism, Gothic Literature, allusions made in the novel, and Mary Shelley

### **Formative Assessments**

Do Nows

Reading check quizzes/written responses

### **Instructional Materials and Resources**

Activate prior knowledge; anticipation guide

Direct instruction/mini lesson

### **Reflections and Suggested Modifications**

### **Anticipation Guide**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT...Initiate and participate effectively in a range of collaborative discussions

### **Student Success Criteria ... “I can statements”**

I can use close reading skills to identify important parts of a text

### **Instructional Strategies and Activities**

Frankenstein Anticipation Guide

## **Formative Assessments**

Anticipation Guide

## **Instructional Materials and Resources**

Activate prior knowledge; anticipation guide

Direct instruction/mini lesson

## **Reflections and Suggested Modifications**

## **Art Activity**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT...Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

### **Student Success Criteria ... “I can statements”**

I can connect make connections across genres

I can connect aspects of art with literature

## **Instructional Strategies and Activities**

“Getting Romantic with Art” group activity

## **Formative Assessments**

Do Nows

Reading check quizzes/written responses

## **Instructional Materials and Resources**

Free-Writing/Structured responses  
Note taking

## **Reflections and Suggested Modifications**

### **Theme**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT...Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise

#### **Student Success Criteria ... “I can statements”**

I can identify how structure impacts theme and tone

#### **Instructional Strategies and Activities**

Theme logs after every chapter

#### **Formative Assessments**

Theme Log

#### **Instructional Materials and Resources**

1:1 Writing conferences with teacher  
1:1 Writing conferences with peer (guided)

## **Reflections and Suggested Modifications**

### **Reading Activities**

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## **Student Learning Intentions or We are learning to ... (WALT)**

WALT...cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

WALT...Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

## **Student Success Criteria ... “I can statements”**

I can cite evidence that supports my claims

I can analyze the development of characters

## **Instructional Strategies and Activities**

1. Reading 1 & possible Activities:

- a. The frame of the tale
- b. “Foreshadowing Doom”
- c. The Rime of the Ancient Mariner connection

2. Reading 2 & possible activities:

- a. “Doctoring the Evidence”
- b. “Isn’t it Romantic?”
- c. Are Monsters Made or Born?

3. Reading 3 & possible activities:

- a. Finding Paradise Lost-character connections
- b. Writing w/ imagery

4. Reading 4 & possible activities:

- a. A Tale of Two Wretches
- b. Theme Presentations

## **Formative Assessments**

Theme logs

Socratic Seminar discussions

## **Instructional Materials and Resources**

Multiple readings of text for different purposes/directed reading activities

## **Reflections and Suggested Modifications**

## **Synthesis/Persuasion**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT...Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

WALT...Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences

### **Student Success Criteria ... “I can statements”**

I can determine a central idea of a text and how it develops over time

I can develop a story into a narrative using narrative elements

## **Instructional Strategies and Activities**

Synthesis/Persuasive Essay:

Thesis lesson

Common errors from last essay

Teacher conferences

Draft/outline day

Peer review

## **Formative Assessments**

Essay

Socratic Seminar discussions

## **Instructional Materials and Resources**

## Reflections and Suggested Modifications

### Modifications and/or Accommodations

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#### Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

##### English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

##### Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and

there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **New Jersey Student Learning Standards: Content Area**

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ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature)

	and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
ELA.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
ELA.W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
ELA.SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## **Integration of Computer Science and Design Thinking**

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CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

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Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

SOC.6.1.12.HistoryCA.2.a

Research multiple perspectives to explain the struggle to create an American identity.

VA.9-12.1.5.12prof.Cn11

Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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See Crosswalks

## **21st Century Life and Career**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters <sup>®</sup> and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

## **SEL Competencies**

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SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

