

# POR Frankenstein

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy IV, Language Arts Literacy II Honors, Language Arts Literacy IV Honors**  
Time Period: **1 marking period**  
Length: **10 weeks**  
Status: **Published**

## Unit Overview

---

Students will read and analyze the novel Frankenstein. Students will investigate the conventions of the gothic novel. In addition, students will explore the way in which science and discovery are explored throughout the novel.

## Transfer

---

Students will be able to independently use their learning to...

- Contemplate scientific findings as they become relevant to society
- Compare and contrast the delineation of themes in Frankenstein as they relate to modern social dilemmas and conundrums.
- Examine the nature of the gothic novel and its literary impact.
- Investigate the role of the tragic hero in literature.

## Meaning

---

## Understandings

---

Students will understand that...

- The gothic novel is in an important genre of literature.
- A tragic hero is an intergral component of literary study.
- Frankenstein allows for an examination of science and how it connects to modern scientific advancement.

## Essential Questions

---

Students will keep considering...

- Can humans overreach in the quest for knowledge and scientific progress?
- What can we learn about a society based on the way it treats its outcasts?
- How can an understanding of literary points of view illuminate the role of perspective in human affairs?
- To what degree is an individual's fate determined by the geographical location and social milieu in which one exists?

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

Students will know...

- Historical Context of the Novel (Mary Shelley's life, scientific breakthroughs of the time period, etc.)
- Plot Details
- Character Development (tragic hero, Victor's ambition, the creature's experiences, etc.)
- Themes (science vs. religion, good vs. evil, ambition, jealousy, etc.)

### **Students will be skilled at...**

---

Students will be skilled at...

- Identify and analyze the use of literary devices such as the tragic hero and flashback in Frankenstein.
- Describe and evaluate methods of characterization, types of conflict and functions of setting found within Frankenstein.
- Compare and contrast the themes in Frankenstein to their importance in modern society.
- Analyzing themes in a written responses.
- Define and apply newly acquired vocabulary.

## **Academic Vocabulary**

---

Terms to know...

- Tragic Hero
- Romantic Literature
- Gothic Novel

## **Learning Goal 1**

---

Students will analyze the impact of author's choices regarding how to develop and relate elements of *Frankenstein* (for example, where a story is set, how the action is ordered, how the characters are introduced and developed).

## **Objective 1 -- Level 1**

---

SWBAT...

Identify and discuss plot development, setting, mood, tone, style, character, and dialect in *Frankenstein* by reading, discussing, and answering comprehension questions.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6

Assess how point of view or purpose shapes the content and style of a text.

## Learning Goal 2

---

Students will be able to analyze how an author's choices concerning how to structure specific parts of *Frankenstein* (for example, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

## Objective 3- (Levels 2 and 3)

---

SWBAT...

Investigate the concept of the tragic hero and critique whether or not *Frankenstein* or his creature fit the model by reading, discussing, and answering comprehension questions.

LA.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LA.W.11-12.1.D

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LA.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6	Assess how point of view or purpose shapes the content and style of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### **Learning Goal 3**

Students will be able to write grade appropriate informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.

### **Objective 4 - Levels 3 and 4**

Construct a variety of writing pieces (persuasive, argumentative, narrative, informative) by citing contextual evidence from the novel.

LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.10	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.

### **Summative Assessment**

- Audio book adaptation
- Audio Podcast Review
- Formal Analytical Essay

- Formal Creative Writing Assignment
- Formal Research Essay
- Modern Text Adaptation Written Assignment
- Multiple Choice Assessment
- Unit Test
- Video Adaptation Performance

## Career Ready Practice and Awareness Standards

---

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

## Formative Assessment and Performance Opportunities

---

- book talk discussions
- chapter quizzes
- classwork activities
- Homework assignments
- informal writing assignments
- Reading check quizzes

## Accommodations/Modifications

---

- Audio Story Version
- Film Version of text
- Modify length of written work
- peer review
- reading aids/notes summaries
- study guides
- Visual/Graphic organizers

## Interdisciplinary Connections

---

- 19th Century Physical Science/Biology studies
- French Revolution
- Industrial Revolution
- Luddites
- Romanticism and Enlightenment Philosophies

9-12.HS-LS1-1.LS1.A.1	Systems of specialized cells within organisms help them perform the essential functions of life.
9-12.HS-LS1-1.LS1.A.2	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
9-12.HS-PS2-5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
9-12.HS-PS2-3.PS2.B.1	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.
9-12.HS-PS2-4.PS2.B.2	Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.
9-12.HS-PS2-5.PS3.A.1	“Electrical energy” may mean energy stored in a battery or energy transmitted by electric currents.

## Unit Resources

---

- current related articles
- Frankenstein novel
- handouts and notes