



8C: Science & Science Fiction

Teacher's Guide

Text and images from *Gris Grimly's Frankenstein or The Modern Prometheus*. Illustrations and afterword copyright © 2013 by Gris Grimly. Foreword copyright © 2013 by Bernie Wrightson. Used by permission of HarperCollins Publishers.

Recording reproduced with the permission of Simon & Schuster Audio, a Division of Simon & Schuster, Inc., from *The Innovators*. Copyright © 2014 by Walter Isaacson. © 2014 Simon & Schuster, Inc. All rights reserved.

Ebook edition of *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin published in 2012 by Open Road Integrated Media.

Audiobook edition of *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin reproduced courtesy of Graymalkin Media.

The Innovators: Reprinted with the permission of Simon & Schuster, Inc. from *The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution* by Walter Isaacson. Copyright © 2014 by Walter Isaacson. All rights reserved.

All Watched Over by Machines of Loving Grace by Richard Brautigan. Copyright © 1967 by Richard Brautigan. Reprinted with the permission of the Estate of Richard Brautigan; all rights reserved.

The Screen: A Man-Made Monster in Grand Guignol Film Story: From *The New York Times*, December 5, 1931 © 1931 *The New York Times*. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.

© 2018 Amplify Education, Inc. All Rights Reserved.

This document is provided solely for licensed users of the Amplify ELA curriculum. Any further reproduction or distribution of this document or its contents is prohibited.

8C: Science & Science Fiction

Dear Educator,

Welcome to your Teacher Guide for 8C: Science & Science Fiction!

This printed Teacher Guide duplicates the instructions found within the Amplify ELA program and is designed for times when you need or prefer to access lesson instructions offline. The information from the Unit Overview will help you understand and prepare for the unit, while the Lesson Guides support planning, pacing, and classroom instruction. Before you dive in, however, it is important to note that the Amplify ELA program is designed for real-time interactions with content, using interactive apps, digital and print supports, auto-scored measurement items, videos, audio, and digital text and tools (to name just a few) to support deep student learning and enhance your strong instruction. For this reason, this guide does not mirror a traditional Teacher's Edition of a textbook. To see the full range of interactive components as you plan, you should log in to the curriculum at learning.amplify.com.

If you have generated this guide from the ELA lesson platform, you may find it useful to save or even print out this document, in order to browse it when you are not logged in to the curriculum, or when you are offline.

If you have any questions or feedback, please contact us at elahelp@amplify.com.

Thank you,

Amplify ELA

Table of Contents

PLANNING FOR THE UNIT 1

Unit Overview.....	2
Reading and Writing Assignments.....	5
Unit Formative and Summative Assessments.....	11
Apps in This Unit.....	13
Differentiation.....	14

LESSON GUIDES 15

SUB-UNIT 1.....	17
Lesson 1.....	19
Lesson 2.....	45
Lesson 3.....	73
Lesson 4.....	97
Lesson 5.....	133
Lesson 6.....	167
Lesson 7.....	183
Lesson 8.....	211
Lesson 9.....	235
Lesson 10.....	251
Lesson 11.....	287
Lesson 12.....	309
Lesson 13.....	327
Lesson 14.....	353
Lesson 15.....	375
Lesson 16.....	397
Lesson 17.....	433

SUB-UNIT 2	453
Lesson 1	455
Lesson 2	469
Lesson 3	499
Lesson 4	529
Lesson 5	555
SUB-UNIT 3	571
Lesson 1	573
Lesson 2	599
Lesson 3	623
Lesson 4	639
Lesson 5	655
Lesson 6	677
ASSESSMENT	713
Lesson 1	715

***i* TEACHER REFERENCES..... 723**

Vocabulary	724
Additional Reading Opportunities	726

Planning for the Unit



Unit Overview

Amplify's Science & Science Fiction unit stars two trailblazing women who charted new terrains in literature and computer science: Mary Shelley and Ada Lovelace. In *Frankenstein*—a seminal work of science fiction and a timeless literary classic—Shelley investigates the ethical questions raised by scientific exploration and probes the limits of prejudice and compassion. In her notes on Charles Babbage's *Analytical Engine*, Lovelace envisioned the modern computer 100 years before its invention. Both women imagined new worlds shaped by technological innovation and raised thought-provoking questions about man, monsters, and machines.?

In the first 17 lessons of the unit, students read *Gris Grimly's Frankenstein*, a graphic novel that adds captivating illustrations to an abridgment of the 1818 edition of Mary Shelley's book. Grimly's haunting portrayal of Mary Shelley's original narrative pushes students to wrestle with some of the book's central themes: a creator's responsibility for their creation, the role of society in shaping our presence in the world, and the promises and risks of scientific inquiry. Students will trace Victor's level of sympathy for his creation throughout the story, rewrite key scenes from the creature's point of view, analyze Shelley's allusions to mythological and Biblical texts, and debate whether Victor owes the creature a companion. At the end of the unit, after research and debate, students will write to determine whether or not Victor's creature should ultimately be considered human.

In the Poetical Science sub-unit, students read two poems, a speech, and excerpts from Chapter 1 of Walter Isaacson's *The Innovators* to compare and contrast the ways in which William Wordsworth, Lord Byron, and Ada Lovelace viewed humanity's relationship with technology. Are we the masters of our machines, or are the machines our masters?

Texts

- *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly
- *Frankenstein; or the Modern Prometheus* by Mary Shelley
- Excerpt from Genesis 2, Revised Standard Version
- "Frankenstein (1931) A Man-Made Monster in Grand Guignol Film Story"
- "Prometheus," *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
- *Analytical Engine* by Charles Babbage
- Excerpts from *The Innovators* by Walter Isaacson
- "The Tables Turned" by William Wordsworth
- Excerpt from Letter 8 in *A Lady's Life in the Rocky Mountains* by Isabella L. Bird
- "Debate on the Frame-Work Bill, in the House of Lords" by Lord Byron
- "All Watched Over by Machines of Loving Grace" by Richard Brautigan
- Excerpt from *Steve Jobs: Technology Innovator and Apple Genius* by Matt Doeden
- EXTRA: "Pygmalion," *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
- EXTRA: Excerpts from *Benjamin Franklin: An American Life* by Walter Isaacson



- EXTRA: Excerpt from *History of US 8: Age of Extremes: 1880–1917* by Joy Hakim

Skills and Content

Topic & Theme: Creators vs. creations

Reading: Apply abstract concepts to an author's portrayal of a character

Writing: Argue opposing claims about a character and resolve the contradiction

Activity Highlights: Write from a character's perspective, debate making creature a partner

Text Features: Gothic text in graphic form, archaic language, Biblical and mythological allusions

Sensitive Content

Some of the texts in this unit focus on gothic horror. Some students might be sensitive to the graphic nature of this content, which includes the creation of a human-like monster and murder.

Grammar Instruction

The Amplify Grammar Pacing Guide provides a sequence of recommended grammar topics for each grade level and identifies both whole class and self-guided lessons to cover each topic. Use this guide to plan grammar instruction for each Amplify Flex Day.

After you have provided some grammar instruction, assess whether students are applying what they've learned to their own writing during Amplify's 12-minute writing activities. If they need support to integrate and apply a new skill, consider assigning one of the grammar revision assignments (found in the Materials section of each Flex Day) to complete at the end of the next 4 writing prompts.

Resources for grammar instruction:

- Flex Days: The Flex Days provide an opportunity for students to receive regular instruction on needed grammar skills.
- Amplify Grammar Unit: The Grammar unit covers key grammar topics for the middle grades, both grade-level topics and areas where students often need review. Topic Pairings:
 - Sub-units 1 and 2: Sentences
 - Sub-units 3 and 4: Pronouns
 - Sub-units 5 and 6: Verb Tenses
- *Mastering Conventions* PDFs:
 - *Mastering Conventions 1, 2, and 3* contain student exercises and teacher instruction to cover grades 3–8 grammar skills.
 - *Mastering Conventions 4* focuses on spelling, including assessment recommendations, student worksheets, teacher instruction, and word lists.



- The Quill™ program. Amplify has partnered with Quill to provide teachers and students use of Quill's extensive writing and grammar lessons and activities. Use the global navigation to access Quill.



Reading and Writing Assignments

Sub-Unit 1: *Gris Grimly's Frankenstein*

Frankenstein is a gripping tale that will have you thinking about science, creation, and what makes people prejudiced or compassionate. Mary Shelley's book is almost 200 years old, but her ideas are timeless, and *Gris Grimly's* graphic novel adaptation—which adds beautiful and bizarre illustrations to the original text—was published very recently.

17 Lessons

Lesson	Reading	Writing
1: Meet Victor Frankenstein	<i>Gris Grimly's Frankenstein</i> : Epigraph; Vol. 1, Ch. 1, Pages 14–19 Solo: Vol. 1, Ch. 1, Pages 20–23	
2: Victor's Scientific Passions	<i>Gris Grimly's Frankenstein</i> : Vol. 1, Ch. 1, Pages 20–23; Ch. 2, Pages 25–32; Ch. 3, Pages 34–40 Solo: Vol. 1, Ch. 4, Pages 41–49	Is Victor more focused on life, on death, or on both as he investigates and makes his creation? Explain your answer using specific details from the text or illustrations.
3: How Victor Views His Creation	<i>Gris Grimly's Frankenstein</i> : Vol. 1, Ch. 4, Pages 41–49; Ch. 5, Pages 51–54; Ch. 6, Pages 55–62 Solo: Vol. 1, Ch. 7, Pages 63–70	
4: Flex Day 1	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need
5: The Creature Speaks	<i>Gris Grimly's Frankenstein</i> : Vol. 2, Ch. 1, Pages 72–78; Ch. 2, Pages 79–85 Solo: Vol. 2, Ch. 1, Pages 71–78 EXTRA: <i>Heroes, Gods and Monsters of the Greek Myths</i> : "Pygmalion"	Chapter 2 of Volume II ends with Victor Frankenstein saying, "For the first time I felt what the duties of a creator towards his creature were" (85). What does this mean, and why does he say it? EXTRA: Writing Prompt 1 (Argumentative): Argue whether or not you think "Pygmalion" has a happy ending. Support your answer with evidence from the text. Writing Prompt 2 (Informative): Compare and contrast the ways the creators view and treat the created beings in "Pygmalion" and <i>Frankenstein</i> . Use evidence from both texts to support your answer.



<p>6: Comparing Creators</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 2, Ch. 2, Pages 79–85 Passage from Genesis 2, Revised Standard Version Solo: Vol. 2, Ch. 2, Pages 79-85</p>	
<p>7: The Creature's Tale, Part 1</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 2, Ch. 3, Pages 84-94; Ch. 4, Pages 95-100 Solo: <i>Frankenstein</i>, 1818 Edition: Vol. 2, Ch. 7</p>	
<p>8: The Creature's Tale, Part 2</p>	<p><i>Frankenstein</i>, 1818 Edition: Vol. 2, Ch. 7 <i>Gris Grimly's Frankenstein:</i> Vol. 2, Chs. 5–6 Solo: <i>Frankenstein</i>, 1818 Edition: Vol. 2, Ch. 8</p>	<p>Did your feelings about the creature change from Chapter 5 to Chapter 6? Explain why or why not, using and analyzing evidence from the text. Be sure to explain what each piece of evidence shows. (You may also use evidence from the illustrations.)</p>
<p>9: The Creature's Request</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 2, Ch. 6, Page 114; Ch. 7, Pages 115–119 Solo: Vol. 3, Ch. 1, Pages 122–129</p>	
<p>10: Flex Day 2</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need</p>
<p>11: A Broken Promise</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 3, Ch. 1, Pages 122–129; Ch. 2, Pages 134–135; Ch. 3, Pages 136–139 Solo: Vol. 3, Ch. 3, Pages 140–147</p>	<p>Why does Victor destroy the mate he was creating right after seeing the creature's face in the window? Include evidence from the text, and be sure to explain what each piece of evidence shows. (You may also use evidence from the illustrations.)</p>
<p>12: More “murderous machinations”</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 3, Ch. 3, Pages 139–147; Ch. 4, Pages 148–155 Solo: Vol. 3, Ch. 5, Pages 156–161</p>	

8C: Science & Science Fiction

Planning for the Unit



<p>13: A Tale of Two Wretches</p>	<p><i>Gris Grimly's Frankenstein</i>: Vol. 3, Chs. 5–6, Pages 162–168; Ch. 7, Pages 169–173 Solo: Vol. 3, Ch. 7, Pages 175–180</p> <p>EXTRA: Excerpts from <i>Benjamin Franklin: An American Life</i> by Walter Isaacson</p>	<p>What is a central idea about life or human nature that you think Mary Shelley is trying to communicate in <i>Frankenstein</i>? Write a statement of a theme in <i>Frankenstein</i> and explain how this theme develops over the course of the text.</p> <p>EXTRA: Writing Prompt 1 (Informative): What motivated Benjamin Franklin to undertake his scientific experiments, and what were the results? Use evidence from the text to support your response.</p> <p>Writing Prompt 2 (Argumentative): Open the graphic novel of <i>Frankenstein</i> in the library. Compare the scientific interests and desires of two men—one real (Benjamin Franklin) and one fictional (Victor Frankenstein). Could Frankenstein have learned anything from Franklin and, if so, how might this have changed the course of his life? Use evidence from both texts to support your answer.</p>
<p>14: A Final Farewell</p>	<p><i>Gris Grimly's Frankenstein</i>: Vol. 3, Ch. 7, Pages 188–193 Solo: <i>Heroes, Gods and Monsters</i>: "Prometheus"</p>	<p>What has the creature learned from his experiences among men?</p>
<p>15: Sympathy Debate</p>	<p><i>Heroes, Gods and Monsters</i>: "Prometheus" <i>Gris Grimly's Frankenstein</i>: Vol. 3, Ch. 7, Pages 189–193 Solo: "Frankenstein (1931) A Man-Made Monster in Grand Guignol Film Story"</p>	
<p>16: Flex Day 3</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need</p>
<p>17: The Modern Prometheus</p>	<p><i>Heroes, Gods and Monsters</i>: "Prometheus" <i>Gris Grimly's Frankenstein</i>: Vol. 1, Ch. 1, Pages 20–23; Vol. 2, Ch. 6, Page 114</p>	<p>Why do you think Mary Shelley subtitled her story <i>The Modern Prometheus</i>?</p>



Sub-Unit 2: Write an Essay

Is Frankenstein’s creature human? The question might sound simple, but there are many ways to define what it means to be “human,” and different parts of the book suggest different answers. You’ll explore three ways of solving this riddle and ultimately draw your own conclusions.

5 Lessons

Lesson	Reading	Writing
1: Make an Outline	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley’s <i>Frankenstein</i>	Essay Prompt: Is Frankenstein’s creature human?
2: Draft Paragraph 1	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley’s <i>Frankenstein</i>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
3: Draft Paragraph 2	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley’s <i>Frankenstein</i>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
4: Draft Paragraph 3	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley’s <i>Frankenstein</i>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
5: Review and Revise	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley’s <i>Frankenstein</i>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

Sub-Unit 3: Poetical Science

What is technology? How much has it changed in the last 200 years? Is it helpful or harmful to mankind? In the Poetical Science sub-unit, you’ll explore answers to these questions and more through the work of William Wordsworth, Lord Byron, Richard Brautigan, and Ada Lovelace.

6 Lessons

8C: Science & Science Fiction

Planning for the Unit



Lesson	Reading	Writing
1: The Tables Turned	<p>"The Tables Turned" by William Wordsworth <i>Gris Grimly's Frankenstein</i>: Vol. 1, Ch. 3, Pages 37–40; Vol. 3, Ch. 1, Pages 122–129 <i>Solo: A Lady's Life in the Rocky Mountains</i> by Isabella L. Bird: Letter 8 (2–4)</p>	<p>What would the speaker in Wordsworth's poem say to Victor Frankenstein? Use textual evidence from the poem <i>and</i> from one of the <i>Frankenstein</i> passages in your answer.</p>
2: Byron and Looms	<p>"Debate on the Frame-Work Bill, in the House of Lords" <i>Solo: Excerpt from A History of US 4: The New Nation, 1789–1850</i> by Joy Hakim: Ch. 21, "Yankee Ingenuity: Cotton and Muskets"</p> <p>EXTRA: Excerpt from <i>History of US 8: Age of Extremes: 1880–1917</i> by Joy Hakim: Ch. 20, "Telling It Like It Is"</p>	<p>Based on Byron's observations about the impact of the new looms on the mill workers and owners, would you expect Byron to argue that technological innovations (like the new looms) are good or bad for mankind? Substantiate your claim with evidence from Byron's address to the House of Lords.</p> <p>EXTRA: Writing Prompt 1 (Informative): The author of "Telling It Like It Is" describes Mother Jones's struggle to inform the public about the conditions of children who worked in the cotton mills. Why does Mother Jones call herself a "hell-raiser"? Use evidence from the text to support your answer.</p> <p>Writing Prompt 2 (Argumentative): Are there similarities between Lord Byron and Mother Jones? Use evidence from both texts to support your claim.</p>
3: Poetical Science	<p><i>The Innovators</i> by Walter Isaacson: Excerpt #1: "Introducing Ada; Excerpt #2: "Ada's Parents"; Excerpt #3: "The Beauty of Mathematics" <i>Solo: The Innovators</i>: Ch. 1, "Ada, Countess of Lovelace" (64–65)</p>	



<p>4: Lovelace's Insights</p>	<p><i>The Innovators:</i> Excerpt #4: "Babbage and His Difference Engine"; Excerpt #5: "The Analytical Engine"; Excerpt #6: "Notes by the Translator"; Excerpt #7: "The Punch Card Innovation"; Excerpt #8: "Ada's Insight"; Excerpt #9: "The Digital Future"; Excerpt #10: "Lady Lovelace's Objection" Solo: Excerpt from <i>Steve Jobs: Technology Innovator and Apple Genius</i> by Matt Doeden: "Whiz Kid"</p>	
<p>5: Man and Machines</p>	<p>"All Watched Over by Machines of Loving Grace" by Richard Brautigan "The Tables Turned" "Debate on the Frame-Work Bill, in the House of Lords" <i>The Innovators:</i> Excerpt #9: "The Digital Future"; Excerpt #10: "Lady Lovelace's Objection" Solo: Excerpt from <i>Steve Jobs: Technology Innovator and Apple Genius</i> by Matt Doeden: "Core of an Idea"</p>	<p>In his poem, Brautigan imagines a world where humans "are free of our labors / and joined back to nature" (20, 21) while being "watched over / by machines of loving grace" (24, 25). What would Ada Lovelace, Lord Byron, or the speaker in Wordsworth's poem (choose two) say about the world Brautigan imagines? Use textual evidence from Brautigan's poem <i>and</i> from two other passages in your answer.</p>
<p>6: Flex Day 4</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need</p>



Unit Formative and Summative Assessments

Formative Assessments

*Indicates items that are auto-assessed.

Formative Reading: Daily lessons offer two important types of reading practice, both of which provide formative assessment measurements.

- Lesson Exit Tickets*: The exit ticket broadly assesses students' understanding of the lesson's focus reading standard and text.
- Solo Reading Comprehension*: Daily Solo questions assess students' ability to independently and accurately read and comprehend the unit texts.

Formative Writing: The Amplify 12-minute writing prompts provide regular practice for students to refine their thinking about the texts, deepen their work with the standards, and practice key writing skills grounded in claims and text-based evidence. These prompts provide formative assessment measurements of the following key writing skills:

- Productivity*: The number of words written
- Focus*: A developed and maintained focus on one claim, idea, or moment
- Use of Evidence: Relevant and developed evidence to support the claim or idea
- Conventions*: Readable command over complete sentence structure

Embedded Assessment Measure*: Amplify's Embedded Assessment Measure aggregates and assesses students' daily work over the sequence of lessons between flex days—including auto-scored lesson reading activities, exit tickets, Solo reading comprehension questions, language activities, and Writing Prompts—and provides a regular measurement of student performance in key standard areas.

Using Formative Assessment to Support Student Learning

Solo Reading Comprehension*: Check reading comprehension score reports before each lesson, noting students who struggled. Consider pulling this group aside to review the reading during daily vocabulary time, pairing them with a strong reader during the close reading activities, or providing them with differentiated supports for subsequent Solos.

Exit Tickets*: Check exit ticket results at the end of each lesson to identify the % of the class that showed broad understanding of the key lesson text and reading standards. Note students who show a pattern of incorrect exit tickets over 5 or more lessons; review their in-class reading comprehension submissions to determine whether they may need additional differentiated supports or OTSCs during close reading to support their learning. We have included projectable Exit Tickets in the Materials section of your Teacher Lesson Briefs as a resource for when your students are not on devices.



Formative Writing: Check the writing skills reports once students submit a writing activity to note those who struggled and may benefit from immediate feedback, and to identify patterns of progress and lack of progress. Plan a short burst of additional supports, such as regular OTSCs, regular writing revision assignments, or a more substantial level of differentiation. Use the writing reports to trace the impact of this burst of support.

Embedded Assessment Measure*: Students should have submitted enough work to generate an Embedded Assessment Measure before each Flex Day. Use the Embedded Assessment Measure report to note key areas (reading, writing, language) where students might benefit from additional practice, so you can plan your Flex Day groupings and assignments.

Summative Assessments

*Indicates items that are auto-assessed.

Summative Reading: Each unit reading assessment consists of two reading passages, 20 selected response items*, and a choice of two constructed response items. Students will work with excerpts from the following unit texts:

- Volume I, Chapter 4 in *Gris Grimly's Frankenstein* by Gris Grimly and Mary Shelley
- Volume II, Chapter 2 in *Gris Grimly's Frankenstein* by Gris Grimly and Mary Shelley

Summative Essay: The summative essay is a multi-paragraph essay, with evidence drawn from the unit texts and developed over 4–5 lessons, providing opportunities for students to plan their essay, develop a draft, revise, and polish for an audience. The essay for this unit is an argumentative essay.

Essay Prompt:

Is Frankenstein's creature human?

Essay Solo Note: Many Solos in the Essay Lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone). There are no assigned Solos for students writing essays in Writing Journals; any Solo work is at your discretion.



Apps in This Unit

Spotlight: Highlight and project strong examples of student work.



Differentiation

Review student work from the previous unit and adjust differentiation levels as needed.

The words and phrases in this text can be challenging, especially for ELL students. However the graphics in the novel help with understanding the content and following the story.

Students will also participate in a debate. Extremely shy students or ELL students may not be comfortable with group discussions and having to speak up in class. These students may need extra support with how to participate. You may choose to allow time for them to practice the debate in groups in order to ease them into this style of discussion.

A graphic organizer and sentence starters are provided for the essay sub-unit. These will assist students with planning for their essay, language conventions, and getting started writing. These will be especially helpful for ELL students or students who are writing below grade level.

Lesson Guides

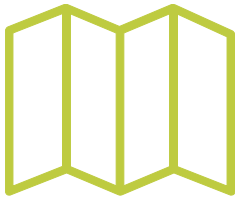




Sub-unit 1

Gris Grimly's Frankenstein





Lesson 1

Meet Victor Frankenstein



Overview

In this lesson, students learn about the graphic novel format of *Gris Grimly's Frankenstein*, read the first chapter of Volume I, and create a family tree to keep track of the characters and their relationships to one another.

At the start of the lesson, students recall any prior knowledge they have of the name "Frankenstein" and clarify the popular misconception about who the name refers to. They share their past experiences reading graphic novels and learn about how Gris Grimly created an illustrated version of Mary Shelley's famous work. Then students turn to the epigraph at the beginning of the book and analyze what the words and illustration suggest the story will be about.

Most of the class is spent reading Chapter 1 of Volume I, stopping regularly to discuss how the text and images work together to create a portrait of each character. Every few pages, students complete part of a family tree, where they match names to faces and review the characters' relationships. Then students choose a character that they think will have a big influence on Victor Frankenstein and record what they've learned about his or her backstory.

Connections to Other Lessons:

In the Solo, students read the pages from Volume I, Chapter 1, that were skipped over in class. These pages introduce Victor Frankenstein's scientific interests, and will be elaborated on in Chapter 3 and in the next lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Present: Download the Unit Texts (3 min)

Students download the core texts for the unit so they will have access to the texts if they lose connectivity during class or do not have connectivity when they take their devices home.



CLASS

3

Present: Gris Grimly's Frankenstein (3 min)

To prepare for their lessons, students visit the Amplify Library and open and explore the graphic novel *Gris Grimly's Frankenstein*.



CLASS

4

Discuss: Who's Frankenstein? (5 min)

Students recall any prior knowledge they have of the name "Frankenstein" and clarify the popular misconception about which character is actually named Frankenstein.



CLASS

5

Present: Gris Grimly's Frankenstein (5 min)

Students share their experiences with graphic novels and learn about how Gris Grimly assembled his version of Mary Shelley's *Frankenstein*.



CLASS

6

Discuss: Epigraph (7 min)

Students consider what the epigraph and accompanying illustration suggest about the story.



READING



7

Discuss: Chapter 1, Family Tree (20 min)

Students read Volume I, Chapter 1, discuss how the text and images evoke each character, and use a family tree to keep track of how the characters are connected.



READING

8

Wrap-Up: A Character with Influence (8 min)

Students analyze how the language used to introduce Elizabeth reveals aspects of her character and consider what it suggests about her role in the story.



CLASS

9

Exit Ticket (4 min)

Students demonstrate an understanding of how the entry of Elizabeth into the story reveals aspects of Victor's character and his motivations.



READING

10

Solo (20 min)

Students read the pages from Volume I, Chapter 1, that were skipped in the lesson and answer questions.



INDIVIDUAL



Preparation

1. Read the epigraph and Volume 1, Chapter 1, of *Gris Grimly's Frankenstein*.
2. Make sure you know how to add a bookmark on the devices your students are using.

Exit Ticket

In Activity 8, students demonstrate an understanding of how the entry of Elizabeth into the story reveals aspects of Victor's character and his motivations.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.



WORDS TO USE

- Oblivion
- Exertion
- Relinquished
- Utility



MATERIALS

Frankenstein excerpts
1 - Epigraph

Frankenstein excerpts
2 - Volume I, Chapter 1, Pages
14-17

Frankenstein excerpts
4 - Volume I, Chapter 1, Pages
20-23

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2

**CCSS.ELA-Literacy.SL.8.1.A**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 4, Present: Gris Grimly's *Frankenstein*

Remind students that British and American spelling often differs, especially in words with the vowel "o," such as "honor," "endeavor," and "favorite." The British add a "u" to all these words, which become "honour," "endeavour," and "favourite."

Activity 5, Discuss: Epigraph

Students who are reading below grade level and ELL students may need help with the following words: "mould" (because of the unfamiliar spelling); "solicit"; "promote" (because of the context). Explain that mould is the British spelling of "mold," which, in this context, means to form or press something into a shape; "solicit" means to ask for something from someone; in this instance "promote" means to help or make something happen.

If students are having difficulty understanding the epigraph, you may choose to ask students if they have ever been so angry at their parents that they shouted, "I never asked to be born." This is similar to what is happening in the epigraph.

Activity 6, Discuss: Chapter 1, Family Tree

If students are having difficulty understanding the vocabulary in this text, explain the meaning of "syndics" (government officials) to students or prompt them to use the digital text with the Reveal words along with the graphic novel to help with unknown words.

Instruct students who are reading below grade level to preview the images on pages 14–24, without reading the text. Ask them to predict what they think each image is about. Encourage them to look closely at the pictures, noting what people are doing and the expressions on their faces.



+Activity 9, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read the pages from Volume I, Chapter 1, that were skipped in the lesson and answer questions.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.



1

VOCABULARY
Vocabulary Activities

V



Vocabulary Activities



2

CLASS

Present: Download the Unit
Texts

Present: Download the Unit Texts



Students download the core texts for the unit so they will have access to the texts if they lose connectivity during class or do not have connectivity when they take their devices home.

Card 1 Instructional Guide

**Skip this activity if your students are using the Amplify Library iPad App.
Skip this activity if each student does not use the same device each day.**

1. Review Downloading Unit Texts — *WHOLE CLASS*

If needed, follow these steps to remind students how to download a text.

From the Global Navigation menu, click on the Amplify Library.

Set up a PIN if it has not been set up.

Search for:

- *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly
 - *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
 - *Ada, Countess of Lovelace (adapted from The Innovators)* by Walter Isaacson
 - "The Tables Turned" by William Wordsworth
 - "Debate on the Frame-Work Bill, in the House of Lords" by Lord Byron
 - "All Watched Over by Machines of Loving Grace" by Richard Brautigan
- Download each of these texts.

Make sure all students have bookmarked the Amplify Library.



Note: Students are able to reset their own PINs when online. When reading a book in the Amplify Library, click the Settings icon in the top right corner, then click “Reset PIN.” Students do not need to remember their initial PIN to reset it.

2. Activity on Card — *INDIVIDUAL*

TIP: You may want to keep a record of each student’s PIN or have them write it down in a designated place. Students will need their PIN to access downloaded texts if they lose connectivity during class.

Circulate to guide students through the process.

TIP: Students will be able to use almost all reading features offline except for notes. They will not be able to add or view notes while reading offline.

WRITING PROMPT:

1. Go to the Amplify Library.

2. If you have not set up your PIN, enter four letters or numbers when prompted.

3. Search for:

- *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly
- *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
- *Ada, Countess of Lovelace (adapted from The Innovators)* by Walter Isaacson
- “The Tables Turned” by William Wordsworth
- “Debate on the Frame-Work Bill, in the House of Lords” by Lord Byron
- “All Watched Over by Machines of Loving Grace” by Richard Brautigan

4. Download each of these texts.

5. If you have not bookmarked the library, open the [Amplify Library](#) and bookmark the page that opens.

6. If you use a different device at home or for your Solo work, make sure to download these same texts onto that device.



3

CLASS

Present: Gris Grimly's
Frankenstein

Present: Gris Grimly's Frankenstein



To prepare for their lessons, students visit the Amplify Library and open and explore the graphic novel *Gris Grimly's Frankenstein*.

Card 1 Instructional Guide

Activity on Card - *INDIVIDUAL*

Give students 3 minutes to explore the graphic novel in the Amplify Library.

TIP: Double-clicking or tapping on a page will zoom in to view it.

NOTE: Students can't make annotations in the graphic version of the novel. However, all the text passages that students use for close reading activities are pulled into the lessons where students can add notes to their reading.

WRITING PROMPT:

1. Go to the Amplify Library and open up the text *Gris Grimly's Frankenstein*.
2. Click on the top of your screen to make the toolbar appear.
3. Open the Table of Contents and note that the book is divided into three volumes and each volume is divided into chapters.
4. Open a page of the novel.
5. Practice using the side arrows to advance to the next page.
6. Practice highlighting and copying text from the page.
7. Keep this Amplify Library tab open during lesson activities so that you can easily shift back to the graphic novel.



4

CLASS

Discuss: Who's
Frankenstein?



Discuss: Who's Frankenstein?



Students recall any prior knowledge they have of the name "Frankenstein" and clarify the popular misconception about which character is actually named Frankenstein.




Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*

Optional: Have students draw on paper instead of writing.

2. Discuss Responses - *WHOLE CLASS*

Hear a few student responses, then ask for a show of hands:

-  How many of you wrote about a creature or a monster?
-  How many of you wrote that the creature's name is Frankenstein?
-  This is a common misconception. *Frankenstein* is a story about a creature, but the creature's name isn't Frankenstein. The scientist who created him is named Frankenstein—Victor Frankenstein.

Don't tell students that the creature remains nameless. Let them discover that for themselves as they read the story, and then consider what it means.



5

CLASS

Present: Gris Grimly's
Frankenstein

Present: Gris Grimly's Frankenstein




Students share their experiences with graphic novels and learn about how Gris Grimly assembled his version of Mary Shelley's *Frankenstein*.


Card 1 Instructional Guide


1. Discuss Graphic Novels - *WHOLE CLASS*

Ask if anyone has read a graphic novel before. If anyone has, ask 1 or 2 volunteers to tell the class about the graphic novels they've read and how they're different from other books.

2. Introduce *Gris Grimly's Frankenstein* - *WHOLE CLASS*

 *Frankenstein* is one of the first science fiction books. Written by Mary Shelley in 1818, it has been filmed many times. The first time it was made into a movie was in 1910, back when movies were black-and-white and silent.

 We're going to read *Frankenstein* as a graphic novel, which means the story will be told in words and pictures, like a comic book. This graphic novel was created by Gris Grimly. He loved the book *Frankenstein* when he was growing up, and always thought that it should have pictures.

 Grimly used some of Shelley's language and added his illustrations to tell the rest of the story. For some parts of the story, he leaves out almost all the text, and just uses his illustrations. As we read, we'll have fun thinking about the choices he made to use text, illustrations, or both to tell this story.

WRITING PROMPT:

Gris Grimly's Frankenstein

- *Frankenstein* is one of the first horror books ever written.
- It was written by Mary Shelley in 1818.
- There have been more than 50 films featuring Frankenstein's creature.



- You will read a graphic novel version of *Frankenstein*, created by Gris Grimly.
- Grimly used much of Shelley's language and added his illustrations to tell the rest of the story.



					6 READING Discuss: Epigraph				
--	--	--	--	--	---------------------------------------	--	--	--	--

Discuss: Epigraph



Students consider what the epigraph and accompanying illustration suggest about the story.



Card 1 Instructional Guide

Card 1: Students answer questions to help them understand the epigraph.

Card 2: Students respond to the epigraph and make predictions about the story to come.

1. Present Epigraph - *WHOLE CLASS*

Guide the students to open the epigraph page of *Gris Grimly's Frankenstein*:

1. Go to the Library.
2. Search for *Gris Grimly's Frankenstein*, the graphic novel version of the Frankenstein story.
3. Open *Gris Grimly's Frankenstein* by clicking on "Start Reading."
4. Turn to page 7, where the epigraph is printed and illustrated. (It is numbered as page VII, and precedes Volume I.)
5. Keep the graphic novel version open in a separate tab throughout the lessons in this unit for easy reference.



Sometimes authors like to start their books with an *epigraph*. An epigraph is a short quotation from another work of literature that connects to the main idea of the work that follows.

2. Read Aloud - *WHOLE CLASS*

3. Activities on Card - *INDIVIDUAL*

Solutions

1. B. ask
A. dirt
C. human being
2. C. His creator
3. A. I didn't ask you to make me.

Card 2 Instructional Guide

Card 1: Students answer questions to help them understand the epigraph.

Card 2: Students respond to the epigraph and make predictions about the story to come.



1. Activity on Card - *INDIVIDUAL*

2. Share Responses - *WHOLE CLASS*

DISCUSSION QUESTIONS

- Who is the speaker talking to? (*the "maker"*)
- What does the first question ask? (*Did I ask you to mould/make me from clay into a man?*)
- What tone of voice do you think the speaker would use when asking that question and why? (*curious, irritated, agitated, angry*)
- What sort of physical elements do you see in the illustration? (*strangely connected body parts—tooth, ribs, spine, muscles*)
- What sorts of characters do you expect to see in this story? (*explorers, inventors, creators, makers, someone undergoing a change, someone questioning authority*)



7

READING

Discuss: Chapter 1, Family
Tree



Discuss: Chapter 1, Family Tree



Students read Volume I, Chapter 1, discuss how the text and images evoke each character, and use a family tree to keep track of how the characters are connected.


Card 1 Instructional Guide


Card 1: Students look through the opening of the book and learn more about how the story is structured.

Card 2: Students read pages 14–17 and work to identify specific characters and their relationships.


Card 3: Students complete a partial Frankenstein family tree to solidify their understanding of key characters and their relationships.


Introduce Book - *WHOLE CLASS*


 Before we read, you should know that most of this book is told in first person by Victor Frankenstein.

 Can anyone explain what "first person" narration is? (*It's when a character tells his own story.*)

Have students flip through the pages until they get to Volume I, Chapter 1. As they flip, explain the pages they're skipping:

 Shelley's book begins with a series of letters that an explorer is writing to his sister while he sails to the North Pole. This explorer won't be important until the end of the book, so we are skipping his letters for now.

 In Chapter 1, Victor Frankenstein will tell us some of his family history, and then he will tell us about his childhood.

 As we read, try to figure out who is depicted in each illustration, and try to figure out how the different characters are related to each other.

WRITING PROMPT:

Begin on page 14 of the graphic novel.





Card 2 Instructional Guide

Card 1: Students look through the opening of the book and learn more about how the story is structured.



Card 2: Students read pages 14–17 and work to identify specific characters and their relationships.

Card 3: Students complete a partial Frankenstein family tree to solidify their understanding of key characters and their relationships.



1. Read and Discuss Page 14: Confirm Accurate Understanding - *WHOLE CLASS*

-  What does “I am by birth a Genevese” mean? Check the illustration above these words for a clue. (*He is from Geneva.*)
-  Who is depicted in the illustration at the bottom of the page? How can you tell? (*Victor’s father. In the words above he mentions his father. He also describes how his father “filled several public situations with honour and reputation” and how he was “respected by all who knew him for his integrity” (14). The medals his father is wearing support the idea that he is accomplished and respected.*)

2. Read and Discuss Page 15: Confirm Accurate Understanding - *WHOLE CLASS*

-  Who is the man standing next to Victor’s father? (*Beaufort, one of Victor’s father’s closest friends.*)
-  What became of Beaufort? Point to specific words in the text and explain what they mean. (*He lost all his money and fled to another town, Lucerne: “...from a flourishing state, fell into poverty...could not bear to live in poverty and oblivion in the same country where he had formerly been distinguished for his rank and magnificence...Lucerne, where he lived unknown and in wretchedness.”*)

3. Read and Discuss Pages 16 and 17: Confirm Accurate Understanding - *WHOLE CLASS*

-  Who is the woman on page 16? Why is she drawn like that? (*It’s Caroline Beaufort, the daughter of Victor’s father’s friend. She is crying over her father’s coffin because he has just died.*)
-  Which one of the people on page 17 is Victor Frankenstein? How can you tell? (*He’s the boy standing on the left. You can tell because he says he is “the eldest” of his father’s children and he looks older than the boy sitting on the chair or the baby on the ground.*)

WRITING PROMPT:

Directions

Go to Volume 1, Chapter 1 of the graphic novel. Look through pages 14–17. Consider the questions listed below.



- On page 14:
 - What does “I am by birth a Genevese” mean?
 - Who is depicted in the illustration at the bottom of the page?
- On page 15:
 - Who is the man standing next to Victor’s father?
 - What became of Beaufort?
- On pages 16 and 17:
 - Who is the woman on page 16?
 - Why is she drawn like that?
 - Which one of the people on page 17 is Victor Frankenstein? How can you tell?

Card 3 Instructional Guide

Card 1: Students look through the opening of the book and learn more about how the story is structured.

Card 2: Students read pages 14–17 and work to identify specific characters and their relationships.

Card 3: Students complete a partial Frankenstein family tree to solidify their understanding of key characters and their relationships.

1. Activity on Card, Part 1 - *INDIVIDUAL*

Have students fill out the family tree for Victor’s father, Victor’s mother, and Beaufort.

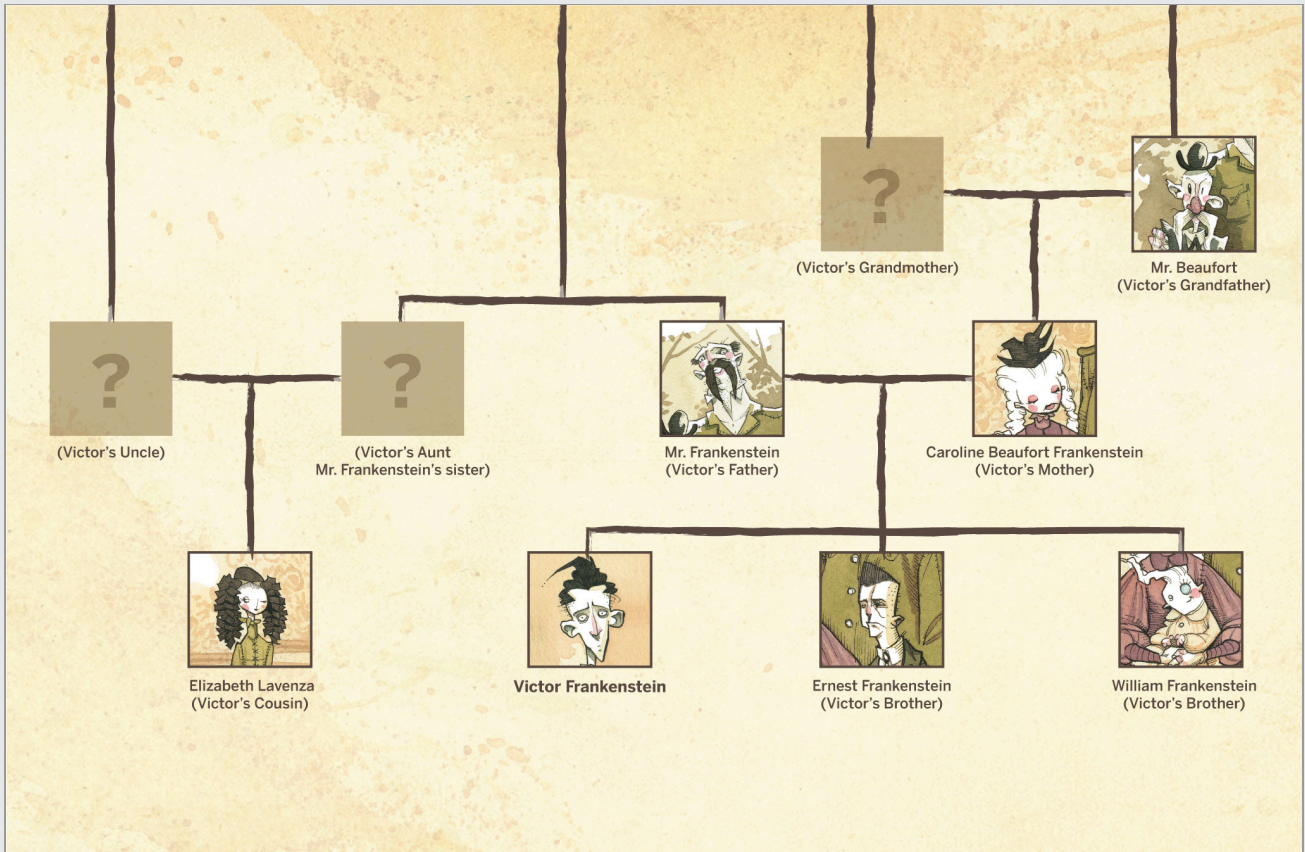
2. Read Passages - *INDIVIDUAL*

Read pages 18–19 and 24 (skip 20–23 for now).

3. Activity on Card, Part 2 - *INDIVIDUAL*

Have students fill out the family tree for the remaining characters.

Solutions





CLASS

Wrap-Up: A Character with
Influence



Wrap-Up: A Character with Influence



Students analyze how the language used to introduce Elizabeth reveals aspects of her character and consider what it suggests about her role in the story.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*

2. Share Responses: Select and Discuss - *WHOLE CLASS*



Share some of your responses.

Solutions

1.

"beautiful" (2, 1)

"gentle" (2, 1)

"affectionate" (2, 1)

"domestic love" (2, 2)

"playfellow" (3, 1)

"friend" (3, 1)

"harmony in that very dissimilitude" (3, 2)

"creations of the poets" (3, 3)

"imaginings of her own" (3, 4)

2. She was beautiful, gentle, and affectionate; Victor's mother wanted them to marry; she and Victor were different but their differences complemented each other.



3. She will be important and represent goodness and kindness in the story.

WRITING PROMPT:

1. Reread the introduction of Elizabeth on pages 18–19. Highlight the words describing Elizabeth and her relationship with Victor.
2. Based on the descriptive language, what do you know about Elizabeth?
3. What does the way Victor describes Elizabeth suggest about her role in the story?



9

READING
Exit Ticket



Exit Ticket



Students demonstrate an understanding of how the entry of Elizabeth into the story reveals aspects of Victor's character and his motivations.

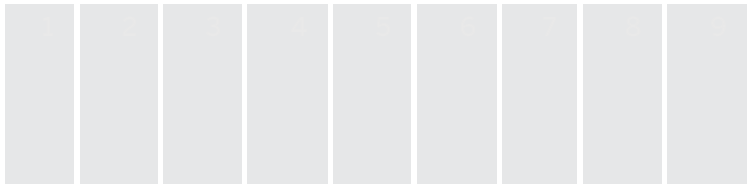
Card 1 Instructional Guide

Solutions

1. Elizabeth B. likes poetry more than science.
Victor A. likes science more than poetry.
2. D. The desire for knowledge

WRITING PROMPT:

By meeting Elizabeth, we learn more about Victor. Reread this passage and notice how aspects of their characters are revealed through the comparison between them.



10

INDIVIDUAL
Solo



Solo



Students read the pages from Volume I, Chapter 1, that were skipped in the lesson and answer questions.

Card 1 Instructional Guide

 **ELL DEV**  **MODERATE**  **LIGHT**  **CORE**  **CHALLENGE**

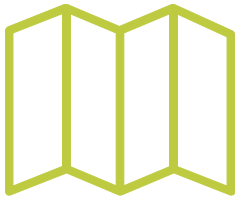
 **SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.





Lesson 2

Victor's Scientific Passions



Overview

In this lesson, students examine Victor's scientific preoccupations and how they shape his character. To begin, students review the Chapter 1 passage from the previous lesson's Solo in which Victor describes his childhood fascination with “the philosopher’s stone and the elixir of life” (22).

After getting a quick summary of Chapter 2, students read Victor’s account of his studies at the university. In a “Gallery Paraphrase,” they explain four key quotations from this passage to solidify their understanding of what questions most interested Victor, how he sought answers, and what he discovered.

Then students read the rest of the chapter, in which Victor raises the stakes of his investigation and loses himself almost completely in his work. After responding to a few short answer questions where they note plot and character development, they discuss with a partner and consider how discussion changed or confirmed their understanding of the topic. Then they respond to a Writing Prompt that challenges students to consider what Victor is more interested in: life or death?

Connections to Other Lessons

In the Solo that students complete after the lesson, they read Chapter 4, in which Victor brings his creation to life and immediately flees from it. Students will answer questions, label an illustration with quotes from the text, and write original captions for a page without text. Certain passages from this chapter will be reviewed in the following lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Review: Solo (5 min)

Students review the Chapter 1 passage from the previous lesson's Solo in which Victor describes a childhood fascination.



CLASS

3

Discuss: Skim Chapter 2 (5 min)

Students skim through Chapter 2, noticing a few key moments.



CLASS

4

Paraphrase: Key Points in Chapter 3 (20 min)

Students paraphrase 4 quotations from the block of text on pages 34–35 to understand what Victor wants to know, how he looks for answers, and what he ends up discovering.



READING

5

Reading: Victor and His Creation (15 min)

Students discuss the project that Victor undertakes and the evidence for how it changes him.



INDIVIDUAL

6

OPT: Connect Text: A Teacher's Advice (8 min)

Students watch a scene from the film, *Frankenweenie*, then compare with a passage from *Frankenstein*.



READING



7

Write: Life or Death? (12 min)

Students write about whether Victor Frankenstein is more interested in life or death.



8

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



9

Exit Ticket (4 min)

Students identify the evidence that best supports claims about Victor's focus.



10

Solo (20 min)

Students read Volume I, Chapter 4, and answer questions.





Preparation

1. Read Volume I, Chapters 2 and 3, of *Gris Grimly's Frankenstein*.
2. Print four quotations for Gallery Paraphrase (see Materials section) and attach each to a piece of chart paper.
3. Make sure you have one marker for each student.

Exit Ticket

In Activity 9, students identify the evidence that best supports claims about Victor's focus.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant



WORDS TO USE

- Indefatigable
- Fortitude
- Repellent
- Onslaughts



MATERIALS

Gallery Paraphrase Quotes

Frankenstein excerpts
4 - Volume I, Chapter 1, Pages
20-23

Frankenstein excerpts
6 - Volume I, Chapter 3, Pages
34-35

Frankenstein excerpts
7 - Volume I, Chapter 3, Page 36

Frankenstein excerpts
8 - Volume I, Chapter 3, Pages
37-40

Frankenstein excerpts
9 - Volume I, Chapter 4, Pages
41-49

Paraphrase Chart

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2



evidence.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 4, Paraphrase: Key Points in Chapter 3

This activity could be challenging for ELL students or students who are having difficulty reading and understanding this text. You may choose to have students work with partners for this activity instead.

+Activity 7, Write: Life or Death?

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

Assign students to the level of support that matches their needs.

◆ Core

Students write about whether Victor is more interested in life or death.

■● Substantial, ELL (Dev)

This alternate Writing Prompt provides quotes from the text, a guiding statement, and sentence starters to help students write about whether Victor is more interested in life or death.



■ Moderate

This alternate Writing Prompt provides guiding statements and sentence starters to help students write about whether Victor is more interested in life or death.

► Light

This alternate Writing Prompt provides sentence starters to help students write about whether Victor is more interested in life or death.

Pentagon Challenge

This alternate Writing Prompt challenges students to first write about whether Victor is more interested in life or death, and then create a counterargument that takes the opposite view.

+Activity 10, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read Volume I, Chapter 4, and answer questions.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and by reducing the length of the passage and the number of questions students will answer about the passage.



1

VOCABULARY
Vocabulary Activities

V



Vocabulary Activities



3

CLASS

Discuss: Skim Chapter 2



Discuss: Skim Chapter 2




Students skim through Chapter 2, noticing a few key moments.

Card 1 Instructional Guide


Facilitate Skimming Passages - *WHOLE CLASS*

Have students flip through the pages of Chapter 2 with you.

Page 25:


 Who do you think is lying in bed, and what do you think is happening to her? (*It's Victor's mother and she is dying.*)

Pages 26–27:


 How does Victor feel after his mother dies, and how can you tell? (*Sad, lonely, unhappy, isolated. Page 26 is almost all black. It looks like Victor is alone and thinking dark thoughts. On page 27 he looks slumped over and dejected.*)

 Do you think this is going to make Victor more or less interested in discovering a way to keep people from dying?


Page 28:

 Victor leaves home to go to college.

Pages 29–30:

 The college professor is very rude when he learns that Victor has been reading Magnus and Paracelsus. This professor dismisses Victor's dreams just as his father did when he was young.

Pages 31–32:

 Then Victor meets another professor who encourages him to continue his studies.



WRITING PROMPT:

Directions

Go to Volume I, Chapter 2. Skim through pages 25–32. Consider the questions listed below.

- On page 25:
 - Who do you think is lying in bed?
 - What do you think is happening to her?
- On pages 26–27:
 - How does Victor feel after his mother dies?
 - How might this impact Victor's project to keep people from dying?
- On page 28:
 - What change is taking place in Victor's life?
- On pages 29–30:
 - How does the college professor react to Victor's dream of creating and preserving life?
 - Who else dismissed Victor's dreams?
- On pages 31–32:
 - Does Victor continue with, or give up on his dream?



4

READING

Paraphrase: Key Points in
Chapter 3



Paraphrase: Key Points in Chapter 3



Students paraphrase 4 quotations from the block of text on pages 34–35 to understand what Victor wants to know, how he looks for answers, and what he ends up discovering.

Card 1 Instructional Guide

Card 1: Students listen to the audio and hear complex sentences read fluently, to aid understanding of the text.

Card 2: Students paraphrase 4 quotations to parse sentences and analyze Frankenstein's hope, process, and discoveries.

Card 3: Students discuss which paraphrase best recreates the meaning of original sentence to understand the text.

1. Present Start of Chapter 3 - *WHOLE CLASS*

Summarize page 33 for students:



For 2 years, Victor works hard on his studies and makes some new discoveries.

2. Play Audio - *WHOLE CLASS*

Tell students to read pages 34–35 along with the recording.

WRITING PROMPT:

Directions

In your book in the Amplify Library, turn to the start of Volume I, Chapter 3.



Card 2 Instructional Guide

Card 1: Students listen to the audio and hear complex sentences read fluently, to aid understanding of the text.

Card 2: Students paraphrase 4 quotations to parse sentences and analyze Frankenstein's hope, process, and discoveries.

Card 3: Students discuss which paraphrase best recreates the meaning of original sentence to understand the text.

Facilitate Gallery Paraphrase - *INDIVIDUAL*

- Post 4 pieces of chart paper around the room, each with a quotation at the top.
- Have students disperse, so a cluster of students stands in front of each quotation.
- Students will move around the room, paraphrasing each quotation. Each time they get to a new quotation, they should read it carefully and write on the chart paper what they think it means.
- Optional for a large class: Make 2 copies of each quotation, place each complete set of quotations on a different side of the room, and assign groups of students to work on a specific side.

"Whence, I often asked myself, did the principle of life proceed?" (34).



Click on the projection icons for the 4 quotes you will post around the room.

"To examine the causes of
life, we must first have recourse
to death" (34).

"I became acquainted with the
science of anatomy: but this was not
sufficient; I must also observe the
natural decay and corruption of
the human body" (34).



"After days and nights of incredible labour and fatigue ... I became myself capable of bestowing animation upon lifeless matter" (35).

WRITING PROMPT:

Directions

Follow your teacher's directions for the Gallery Paraphrase activity.

Card 3 Instructional Guide

Card 1: Students listen to the audio and hear complex sentences read fluently, to aid understanding of the text.

Card 2: Students paraphrase 4 quotations to parse sentences and analyze Frankenstein's hope, process, and discoveries.

Card 3: Students discuss which paraphrase best recreates the meaning of original sentence to understand the text.



1. Project Paraphrase Chart - *WHOLE CLASS*

2. Discuss Responses: Collaborate and Refine - *WHOLE CLASS*

- For each quotation, have 2 students come to the board and write their paraphrase on either side.
- Have the class discuss which paraphrase gets closer to the original meaning.

Student Paraphrase 1	Original	Student Paraphrase 2
	<p>"Whence, I often asked myself, did the principle of life proceed?" (34).</p> <p>"To examine the causes of life, we must first have recourse to death" (34).</p> <p>"I became acquainted with the science of anatomy; but this was not sufficient; I must also observe the natural decay and corruption of the human body" (34).</p> <p>"After days and nights of incredible labour and fatigue ... I became myself capable of bestowing animation upon lifeless matter" (35).</p>	

Solutions

- "Whence, I often asked myself, did the principle of life proceed?" (34) (I often asked myself where life comes from.)
- "To examine the causes of life, we must first have recourse to death." (34) (In order to understand what causes life, we must first understand death.)
- "I became acquainted with the science of anatomy; but this was not sufficient; I must also observe the natural decay and corruption of the human body." (34) (I studied the structure of the human body, but this wasn't enough. I also need to watch the process by which the dead body breaks down and rots.)
- "After days and nights of incredible labour and fatigue...I became myself capable of bestowing animation upon lifeless matter." (35) (After a lot of hard work, I was able to make dead things come to life.)

WRITING PROMPT:

Directions

Follow your teacher's directions for the Gallery Paraphrase activity.



5

INDIVIDUAL

Reading: Victor and His
Creation

Reading: Victor and His Creation



Students discuss the project that Victor undertakes and the evidence for how it changes him.

Card 1 Instructional Guide

Card 1: Students listen to audio while reading, then answer questions to note what Victor decides to create.

Card 2: Students listen to audio while reading, then answer questions to observe how the process changes Victor.

1. Play Audio - *WHOLE CLASS*

Have students follow along in the graphic novel.

2. Activity on Card - *INDIVIDUAL*

Solutions

1. C. A human being
2. B. eight
3. A. Using smaller body parts slowed me down a lot, so I decided to make the creature really big.



Card 2 Instructional Guide

Card 1: Students listen to audio while reading, then answer questions to note what Victor decides to create.

Card 2: Students listen to audio while reading, then answer questions to observe how the process changes Victor.

1. Play Audio - *WHOLE CLASS*

Have students follow along in the graphic novel.

2. Activity on Card - *PAIRS*

3. Discuss Responses: Select and Discuss - *WHOLE CLASS*



What ideas did you and your partner come up with?



How did your discussion change or confirm your understanding?

Solutions

4.

- He becomes obsessed with his work: “I seemed to have lost all soul or sensation but for this one pursuit” (37).
- He completely isolates himself: “And the same feelings which made me neglect the scenes around me caused me also to forget those friends who were so many miles absent” (38).
- He gets sick: “Every night I was oppressed by a slow fever, and I became nervous to a most painful degree” (40).



					<p>6 READING OPT: Connect Text: A Teacher's Advice</p>				
--	--	--	--	--	---	--	--	--	--

OPT: Connect Text: A Teacher's Advice



Students watch a scene from the film, *Frankenweenie*, then compare with a passage from *Frankenstein*.



Card 1 Instructional Guide

Card 1: Students watch a clip from *Frankenweenie* to determine the advice given by Mr. Rzykruski.

Card 2: Students read a passage from *Frankenstein* and compare Victor's concept of science with Mr. Rzykruski's.

1. Introduce Activity - *WHOLE CLASS*



The original *Frankenstein* story has inspired many films. Each version takes some of Mary Shelley's ideas and interprets them in new ways.



In this film, as in the book, young Victor is interested in re-animating the dead, he meets a teacher (Mr. Rzykruski), and this teacher gives Victor some advice.

For the sake of class discussion, you can point out that the teacher's name, Mr. Rzykruski, is pronounced /riz ka roo ski/.

2. Play Video

[You Should Be a Scientist \(Frankenweenie\)](#)

3. Activity on Card - *INDIVIDUAL*

4. Discuss Responses - *WHOLE CLASS*

Solutions

1.

- A. the brain
- C. the heart.

2. He means that you have to use your mind, but you also have to use your emotions. / It is important to think but it is also important to feel. / Science is no good unless it is done with love.

3. Mr. Rzykruski is telling Victor that he should do science out of love. / He is telling Victor to make decisions based on his feelings, not just on facts. / He is telling Victor that science can be dangerous unless you are doing it for the right reasons.



Card 2 Instructional Guide

Card 1: Students watch a clip from *Frankenweenie* to determine the advice given by Mr. Rzykruski.

Card 2: Students read a passage from *Frankenstein* and compare Victor's concept of science with Mr. Rzykruski's.

1. Introduce Activity - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

3. Discuss Responses - WHOLE CLASS

Solutions

1. Victor only uses his head to think about science. He reads books and does experiments, but he doesn't think about other people's feelings. / Victor doesn't have any feelings. He only thinks about his goals and doesn't care about anyone else. / Victor uses his heart. The whole reason he started these experiments is because he lost his mother and he doesn't want other people to suffer like he did.

2. Mr. Rzykruski would tell Victor to follow his heart. He should do his experiments but also consider everyone else's feelings. / Mr. Rzykruski would tell Victor to be careful about his experiments and to think a lot about the real reasons he is doing them.



7

WRITING

Write: Life or Death?



Write: Life or Death?



Students write about whether Victor Frankenstein is more interested in life or death.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you think Victor is investigating interesting questions.
- you think Victor is motivated in his work by experiencing the death of his own mother.
- you think that Victor's work focuses him on the horrors of human death.
- you think that Victor's work allows him to experience the joys of human living.
- you think that if Victor achieves his goals, it will be a major scientific accomplishment.
- you think Victor is enjoying his work.

MODERATE

WRITING PROMPT:

Victor is interested in both life and death. Do you think he is more interested in life or death?

Choose one or both of these sentence starters to help you get started writing.



- Victor is more interested in life/death because _____. I know this because _____.
- When Victor says _____, it shows me that he is more interested in life/death. I know this because _____.

 **ELL DEV**  **SUBSTANTIAL**

WRITING PROMPT:

2. Do the quotes show that Victor is more interested in life, in death, or in both as he makes his creation?

Choose one or both of these sentence starters to help you get started writing.

- Victor is more interested in (life/death/both life and death) because _____. I know this because _____.
- When Victor says _____, it shows me that he is more interested in (life/death/both life and death). I know this because _____.

 **LIGHT**

WRITING PROMPT:

Go to Volume I, Chapter 3, in the graphic novel.

Is Victor more interested in life than death? Or could he be equally interested in both life *and* death? Explain. Use evidence from the text to support your answer.

Choose one or two of these sentence starters to help you get started writing.

- Victor is more interested in (life/death/both life and death) because _____.
- I think that Victor is more interested in (life/death/both life and death) because _____.
- The text says _____, which shows _____.

 **CORE**

WRITING PROMPT:



Go to Volume I, Chapter 3, in the graphic novel.

Is Victor more focused on life, on death, or on both as he investigates and makes his creation? Explain your answer using specific details from the text or illustrations.

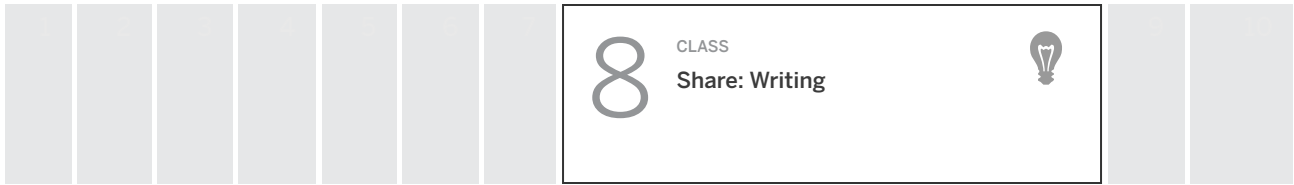


CHALLENGE

WRITING PROMPT:

Go to Volume I, Chapter 3, in the graphic novel.

Is Victor more interested in life than death? Or could he be equally interested in both life *and* death? Explain. Then consider a different view and create a counterargument. Be sure to present evidence to persuade your audience why each claim is the strongest one.



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: *Students who are sharing use this card to read their own writing.*

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:



Original Writing Prompt

Is Victor more focused on life, on death, or on both as he investigates and makes his creation? Explain your answer using specific details from the text or illustrations.



9 INDIVIDUAL
Exit Ticket 

Exit Ticket



Students identify the evidence that best supports claims about Victor's focus.

Card 1 Instructional Guide

Solutions

Victor is focused mainly on death: Victor says, "Now I was led to examine the cause and progress of this decay, and forced to spend days and nights in vaults and charnel houses" (1). He admits that he spent most of his time in graveyards and other places where dead bodies were kept, and he didn't spend any time studying the living.

Victor is focused mainly on life: Victor says, "To examine the causes of life, we must first have recourse to death" (1). He spent a lot of time studying death for sure, but only in order to cure human beings of this terrible fate so that they could live longer.



Progress bar with 10 segments, 10th segment highlighted. Box contains: 10 INDIVIDUAL Solo

Solo



Students read Volume I, Chapter 4, and answer questions.

Card 1 Instructional Guide

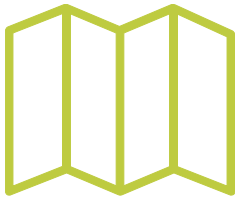
ELL DEV **MODERATE** **LIGHT** **CORE** **CHALLENGE**

SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Highlight and annotate the passage as directed.
3. Answer the questions.



Lesson 3

How Victor Views His Creation



Overview

In this lesson, students study two of Victor's early encounters with his creation and analyze the feelings behind the language he uses in each scene.

At the start of the lesson, students review a passage from the previous lesson's Solo in which Victor describes the "horror and disgust" he felt at seeing his creature first come to life. They then analyze the passage in which he first refers to his creature as a "wretch"—a term that is repeated throughout the book. Students learn the two meanings of this word and discuss which meaning Victor intends. They review Victor's description of the creature, plot his feelings on a sympathy spectrum, and compare their own reaction to the creature with Victor's.

After getting a quick summary of Chapter 5, students read Chapter 6, where Victor sees his creature at the site of William's murder and blames him for the crime. Again, students analyze Victor's descriptions, determine his level of sympathy, and compare their feelings with Victor's. Finally, students respond to a few short answer questions to shore up some plot points in the final pages of the chapter.

Connections to Other Lessons

In the Solo that follows this lesson, students read Chapter 7, in which Justine is tried for William's murder, and answer multiple choice questions. The events of this chapter will be alluded to in later chapters, but none of the passages from this chapter will be revisited in the next lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Review: Solo (5 min)

Students reread and analyze a passage from the scene in which Victor first beholds his creation.



CLASS

3

Discuss: What Kind of “Wretch”? (8 min)

Students learn the double meaning of the word "wretch" and consider which definition Victor intends.



PARTNER

4

Select Text 1: Sympathy or Antipathy? (10 min)

Students analyze whether Victor mostly shows feelings of sympathy or of antipathy in his first encounter with the creature, and then compare their personal reactions to Victor's.



READING

5

OPT: Use the Text as Referee: The Creature's Face (10 min)

Students draw a model of the creature based on Mary Shelley's description and compare their model with various movie versions.



READING

6

Discuss: Skim Chapter 5 (2 min)

Skim through the chapter, noticing a few key moments.



CLASS



7

Read: A Second Encounter With the “Wretch” (5 min)

Students read a letter Victor receives from his father, as well as a passage in which he encounters the creature for a second time.

CLASS

8

Select Text 2: Sympathy or Antipathy? (15 min)

Students analyze whether Victor shows feelings of sympathy or antipathy in his second encounter with the creature, and then they compare their reactions to Victor’s.

READING

9

Read: Victor Returns Home (8 min)

Students finish reading Chapter 6 and review a few key plot points.

PARTNER

10

Exit Ticket (4 min)

Students analyze Victor’s view of the creature’s motivations.

INDIVIDUAL

11

Solo (20 min)

Students read Volume I, Chapter 7, and answer questions.



INDIVIDUAL



Preparation

1. Read Volume I, Chapters 4–6, of *Gris Grimly's Frankenstein*.
2. Practice modeling the sympathy spectrum in the first individual activity.
3. Plan to put students in pairs for part of this lesson.

Exit Ticket

In Activity 10, students analyze Victor's view of the creature's motivations.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.8.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.



WORDS TO USE

- Avidity
- Eloquence
- Paroxysms
- Irrevocably



MATERIALS

Frankenstein excerpts
9 - Volume I, Chapter 4, Pages
41-49

Frankenstein excerpts
10 - Volume I, Chapter 6, Pages
55-56

Frankenstein excerpts
11 - Volume I, Chapter 6, Pages
58-60

Frankenstein excerpts
12 - Volume I, Chapter 6, Pages
61-62

Frankenstein excerpts
13 - Volume I, Chapter 7, Pages
63-70

Exit Ticket Projection

**CCSS.ELA-LITERACY.RL.8.3**

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 4, Select Text 1: Sympathy or Antipathy?

If students are having difficulty reading or understanding this text, have them preview the images in Chapter 4, especially those on pages 42–46, before they read the text. Lead a class discussion about the images.

ELL students or students who are unfamiliar with the word "sympathy" may need you to explain its meaning: the feeling that you care about and are sorry about someone else's trouble, grief, or misfortune.

+Activity 7, Read: A Second Encounter With the "Wretch"

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage and then summarize what they read with a partner.



■●■ Substantial, ELL (Dev), Moderate

This alternate activity provides discussion sentence starters to help students read a passage and then summarize what they read with a partner.

Activity 9, Read: Victor Returns Home

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

+Activity 11, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read Volume I, Chapter 7, and answer questions.

■●■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and reducing the length of the passage and the number of questions students will answer about the passage.



1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2 CLASS
Review: Solo



Review: Solo



Students reread and analyze a passage from the scene in which Victor first beholds his creation.

Card 1 Instructional Guide

1. Introduce Activity: Read Passage - *INDIVIDUAL*
2. Activity on Card - *INDIVIDUAL*
3. Share Responses: Select and Discuss - *WHOLE CLASS*



3

PARTNER

Discuss: What Kind of
“Wretch”?



Discuss: What Kind of “Wretch”?



Students learn the double meaning of the word "wretch" and consider which definition Victor intends.

Card 1 Instructional Guide

Card 1: Students identify the terms Frankenstein uses in reference to his creation and analyze what those words show about his feelings.

Card 2: Students study two definitions of "wretch" to understand that the word has 2 very different meanings.

Card 3: Students discuss which meaning of "wretch" fits with Frankenstein's usage of the word.

1. Introduce Activity: Highlighting - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

3. Share Responses - WHOLE CLASS

Solutions

1. Words that should be highlighted: “wretch,” “miserable monster,” “demoniacal corpse”

Card 2 Instructional Guide

Card 1: Students identify the terms Frankenstein uses in reference to his creation and analyze what those words show about his feelings.

Card 2: Students study two definitions of "wretch" to understand that the word has 2 very different meanings.

Card 3: Students discuss which meaning of "wretch" fits with Frankenstein's usage of the word.



Present Definitions - *WHOLE CLASS*



The word "wretch" will come up frequently in this book, and it's an interesting word because it has 2 totally different meanings. Study the 2 meanings closely. Whenever you encounter this word in your reading, you will need to infer which of these meanings is intended.

Card 3 Instructional Guide

Card 1: Students identify the terms Frankenstein uses in reference to his creation and analyze what those words show about his feelings.

Card 2: Students study two definitions of "wretch" to understand that the word has 2 very different meanings.

Card 3: Students discuss which meaning of "wretch" fits with Frankenstein's usage of the word.

1. Group Students - *WHOLE CLASS*

Group students into pairs.

2. Activity on Card - *PAIRS*

Solutions

3. B. someone who should be viewed with antipathy (hatred).

4. B. "agitation"

E. "fearing"

G. "demoniacal corpse"

H. "miserably"



4

READING

Select Text 1: Sympathy or Antipathy?



Select Text 1: Sympathy or Antipathy?



Students analyze whether Victor mostly shows feelings of sympathy or of antipathy in his first encounter with the creature, and then compare their personal reactions to Victor's.


Card 1 Instructional Guide


Card 1: Students select and analyze a quote that reflects Victor's sympathy or antipathy at this moment in the text.

Card 2: Students select and analyze a quote that reflects *their own* sympathy or antipathy toward creature at this moment in the text.

Card 3: Students consider the use of first-person narration.


1. Introduce Activity - *WHOLE CLASS*

 Sympathy is an important theme in this text. As we read, we'll regularly ask ourselves how much sympathy the characters have shown each other and how this has influenced the story.

 Right now, we're going to look back at Victor's first encounter with the creature and decide how much sympathy or antipathy he feels for the creature. After that, you're going to ask yourself how much sympathy or antipathy you feel.

2. Select Quote - *WHOLE CLASS*

Model how to choose a quote:

 Overall, do you think Victor views his creature as unhappy and unfortunate, or as despicable and evil? Does Victor have more sympathy or antipathy toward his creation? (*Antipathy*)

 I'm going to look for evidence that Victor feels this way.




Select answer option F: "walking up and down in the greatest agitation, listening attentively, catching and fearing each sound as if it were to announce the approach of the demoniacal corpse to which I had so miserably given life."

 The use of the word "demoniacal" makes it seem like Victor thinks that his creature is evil, which makes me think that he feels hatred for the creature.

3. Model Activity on Card, Part 1 - *WHOLE CLASS*

Model using the sympathy spectrum:


 How sympathetic or antipathetic does Victor seem to be feeling when he says this?

Select "very antipathetic."

4. Model Activity on Card, Part 2 - *WHOLE CLASS*

Model explaining evidence:

Now we're going to explain how the quote we chose reflects how Victor feels about the creature.

 Add an explanation using student suggestions or type in this suggested text: The use of the word "demoniacal" makes it seem like Victor thinks that his creature is evil. Victor feels great antipathy for the creature because he sees it as a walking corpse rather than as a person.

5. Share Responses: Select and Discuss - *WHOLE CLASS*


Card 2 Instructional Guide

Card 1: Students select and analyze a quote that reflects *Victor's* sympathy or antipathy at this moment in the text.

Card 2: Students select and analyze a quote that reflects their own sympathy or antipathy towards creature at this moment in the text.

Card 3: Students consider the use of first-person narration.

1. Introduce Activity - *WHOLE CLASS*



 Now you're going to decide how much sympathy *you* feel for the creature. Follow the steps on your own just as we did together.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses: Connect and Explain - *WHOLE CLASS*

Have students compare their personal reactions to Victor's.



-  Raise your hand if your feelings about the creature are different than Victor's feelings.
-  Sometimes as a reader you will have a different point of view than the character you're reading about. What effect does this have on you as a reader?

Card 3 Instructional Guide

Card 1: Students select and analyze a quote that reflects *Victor's* sympathy or antipathy at this moment in the text.

Card 2: Students select and analyze a quote that reflects *their own* sympathy or antipathy towards creature at this moment in the text.

Card 3: Students consider the use of first-person narration.

1. Activity on Card - INDIVIDUAL

2. Discuss Responses - WHOLE CLASS

Solutions

- 5. D. It helps the reader understand why Victor runs away from his creature.



5

READING

OPT: Use the Text as
Referee: The Creature's
Face

OPT: Use the Text as Referee: The Creature's Face



Students draw a model of the creature based on Mary Shelley's description and compare their model with various movie versions.

Card 1 Instructional Guide

Card 1: Students draw a model of the creature based on Mary Shelley's description in the text.

Card 2: Students compare various film depictions of the creature to determine which most closely resembles Mary Shelley's description.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Ask 2 or 3 students to display their sketch of the creature. See how many traits they can connect with the descriptions in the original text.

Solutions

2. Possible Highlights:

- "dull yellow eye" (1, 3)
- "limbs were in proportion" (2, 2)
- "yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing" (2, 4)



- "teeth of a pearly whiteness" (2, 4)
- "watery eyes" (2, 4)
- "seemed almost of the same colour as the dun white sockets" (2, 4)
- "shriveled complexion" (2, 4)
- "straight black lips" (2, 4)

WRITING PROMPT:

1. Read the passage.
2. Highlight any words or phrases that give clues about the creature's appearance.

Card 2 Instructional Guide

Card 1: Students draw a model of the creature based on Mary Shelley's description in the text.

Card 2: *Students compare various film depictions of the creature to determine which most closely resembles Mary Shelley's description.*

1. Introduce Activity - **WHOLE CLASS**
2. Activity on Card - **INDIVIDUAL**
3. Discuss Responses - **WHOLE CLASS**



6

CLASS

Discuss: Skim Chapter 5



Discuss: Skim Chapter 5



Skim through the chapter, noticing a few key moments.

Card 1 Instructional Guide

Facilitate Skimming Passages - *WHOLE CLASS*

Have students flip through pages of Chapter 5 with you.

Pages 51 and 52



Victor receives a letter from Elizabeth. She gives him updates about each family member. Then she tells him about a girl named Justine Moritz, who has come to live with the Frankenstein family and work for them as a servant. Elizabeth is fond of Justine; they've become friends.

Pages 53 and 54



When Victor starts feeling better, he cleans up his laboratory and gets rid of the materials left over from his experiments. Then he and Henry go on a vacation, traveling around Europe. They have a good time, and all the sunshine and fresh air makes Victor feel much happier than he has in years.

WRITING PROMPT:

Directions

Go to Volume I, Chapter 5. Skim through pages 51–54. Consider the pages and questions listed below.

- On pages 51 and 52:
 - Who is Justine Moritz?
 - What is her connection to Elizabeth?



- On pages 53 and 54:
 - How does Victor feel as he leaves his laboratory and travels with his friend Henry?



7

CLASS

Read: A Second Encounter
With the “Wretch”

Read: A Second Encounter With the “Wretch”



Students read a letter Victor receives from his father, as well as a passage in which he encounters the creature for a second time.

Card 1 Instructional Guide

Card 1: *Students listen to audio as they read to hear text read fluently and to understand the creature's actions.*

Card 2: Students listen to audio as they read to hear text read fluently and to understand Frankenstein's reaction.

1. Play Audio - *WHOLE CLASS*

Tell students to read pages 55–57 as they listen to the audio.

2. Activity on Card, Part 1 - *INDIVIDUAL*

3. Activity on Card, Part 2 - *PAIRS*



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL

WRITING PROMPT:

Directions

Go to Volume I, Chapter 6, page 58, in the graphic novel and read pages 58–60 along with the recording.



 **ELL DEV**  **MODERATE**  **SUBSTANTIAL**

WRITING PROMPT:

Directions

1. Go to Volume I, Chapter 6, page 55, in the graphic novel and read pages 55–57 along with the recording.
2. Turn to a neighbor and summarize what you read.

You can use the discussion sentence starters below to help you summarize what you read.

 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Directions

1. Go to Volume I, Chapter 6, page 55, in the graphic novel and read pages 55–57 along with the recording.
2. Turn to a neighbor and summarize what you read.



READING

Select Text 2: Sympathy or Antipathy?



Select Text 2: Sympathy or Antipathy?



Students analyze whether Victor shows feelings of sympathy or antipathy in his second encounter with the creature, and then they compare their reactions to Victor's.

Card 1 Instructional Guide

Card 1: Students select and analyze a quote that reflects Victor's sympathy or antipathy at this moment in the text.

Card 2: Students select and analyze a quote that reflects *their own* sympathy or antipathy toward the creature at this moment in the text.

1. Activities on Card - **INDIVIDUAL**

2. Share Responses: Select and Discuss - **WHOLE CLASS**

Card 2 Instructional Guide

Card 1: Students select and analyze a quote that reflects *Victor's* sympathy or antipathy at this moment in the text.

Card 2: Students select and analyze a quote that reflects their own sympathy or antipathy toward the creature at this moment in the text.

1. Activities on Card - **INDIVIDUAL**

2. Share Responses: Select and Discuss - **WHOLE CLASS**

Have students compare their personal reactions to Victor's.



9

PARTNER

Read: Victor Returns Home



Read: Victor Returns Home



Students finish reading Chapter 6 and review a few key plot points.

Card 1 Instructional Guide

1. Group Students - *WHOLE CLASS*

Group students into pairs.

2. Activities on Card - *PAIRS*

3. Discuss Plot: Confirm Accurate Understanding - *WHOLE CLASS*

Review key plot points with students.

WRITING PROMPT:

Directions

Read pages 61 and 62 in the graphic novel and answer the questions.



10 INDIVIDUAL
Exit Ticket 

Exit Ticket



Students analyze Victor's view of the creature's motivations.

Card 1 Instructional Guide

Solutions

1. B. The fun of causing death and suffering
2. B. "Alas! I had turned loose into the world a depraved wretch, whose delight was in carnage and misery." (8)



11

INDIVIDUAL
Solo



Solo



Students read Volume I, Chapter 7, and answer questions.

Card 1 Instructional Guide

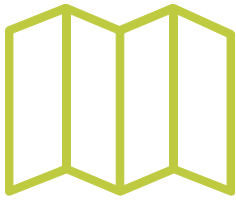
● ELL DEV ■ MODERATE ▲ LIGHT ◆ CORE ▲ CHALLENGE

▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the next passage from *Gris Grimly's Frankenstein*.
2. Highlight and annotate the passage as directed.
3. Answer the questions.



Lesson 4

Flex Day 1



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

- **Vocabulary**
Invite students to warm up in the Vocabulary app just as they would in any other lesson.
- **Grammar Practice**
Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.
- **Fluency: Rate**
Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.
- **Fluency: Expression**
Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.
- **Revision Assignment**
Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.
- **Close Reading and Discussion**
Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with writing or work visually activity.
- **Write: Analyze One Text**
Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.
- **Write: Connect Two Texts**
Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.



- **Work Visually: Key Ideas and Details**

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Craft and Structure**

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Integration of Knowledge and Ideas**

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

- **Solo**

Students should complete the Solo assignment just as they would in any other lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



INDIVIDUAL

3

Fluency: Rate (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



PARTNER

4

Fluency: Expression (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



PARTNER

5

Revision Assignment (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



WRITING

6

Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



READING



7

Write: Analyze One Text (15 min)

Students create a new piece of writing analyzing one text.



WRITING

8

Write: Connect Two Texts (15 min)

Students create a new piece of writing connecting two texts.



WRITING

9

Work Visually: Key Ideas and Details (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



READING

10

Work Visually: Craft and Structure (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



READING

11

Work Visually: Integration of Knowledge and Ideas (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



READING

12

Solo (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL



Preparation

1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).



WORDS TO USE

- Teacher-determined



MATERIALS

Grade 8 Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Frankenstein excerpts
1 - Epigraph

Response to Text Revision
Assignments

Grammar Revision Assignments

Personal Narrative Revision
Assignments

Informational Writing Prompts:
One Text

Informational Writing Prompts:
Two Texts

Literary Writing Prompts: One
Text

Literary Writing Prompts: Two
Texts

Peer Discussion Guidelines



CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.8.1.A**

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2.B


Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

<p>1 VOCABULARY Vocabulary Activities v</p>	
---	--

Vocabulary Activities



2

INDIVIDUAL
Grammar Practice



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

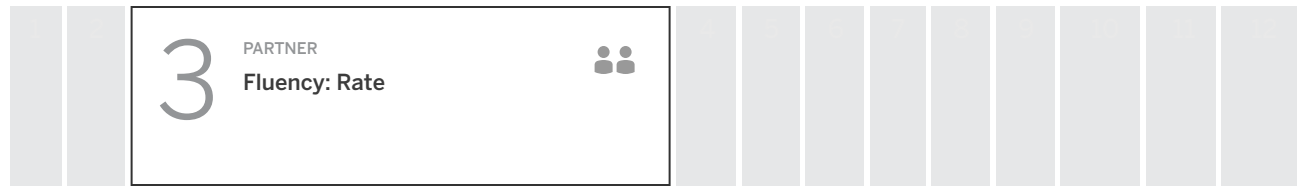
Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.



Fluency: Rate



Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Listen to the audio and follow along in the passage.
2. Highlight words that are new to you.
3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *INDIVIDUAL*

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.



4

PARTNER

Fluency: Expression



Fluency: Expression



Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - *INDIVIDUAL*

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.



2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

2. Partner A: Read the passage aloud. Pay close attention to the punctuation.
3. Partner B: Read the passage aloud. Pay close attention to the punctuation.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.
2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.
3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.



Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.



5

WRITING

Revision Assignment



Revision Assignment



Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.



Directions

Revision Assignment: Focus (in Response to Text)

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence**. When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
4. In the text, identify two more text details that connect to your idea.
5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine**. When you are done, click HAND IN.

Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).



2. Find the sentence that best serves as your claim—the main idea you’re arguing. Copy and paste it into the chart.
3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
5. Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
_ [My claim] _ because _ [summary of reasons] _.



6

READING

Close Reading and
Discussion



Close Reading and Discussion



Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: *Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.*

Card 2: Paired students compare answers and use text to try to convince each other of their answer.

Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - **WHOLE CLASS**

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - **WHOLE CLASS or GROUP**

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.
- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - **INDIVIDUAL**

4. Pair Students - **WHOLE CLASS**

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).



WRITING PROMPT:

Directions

Find and read the passage your teacher assigns.

Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides.

Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Discussion Guidelines

Share

The answer I chose was _____.

Explain

I think my answer is correct because of _____ from the text.

There were a couple of examples from the text that gave me my answer. One example is _____.

I think this is the answer because _____.

Comment

You have an interesting point. What more can you tell me about _____?

I didn't think of it that way. Can you explain _____?

Where in the text did you see _____?

WRITING PROMPT:

Directions

1. Explain to your partner why you chose the answer you did.
2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher’s posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

2. Project and Discuss Poll Results (Optional) - *WHOLE CLASS or GROUP*

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



7

WRITING

Write: Analyze One Text



Write: Analyze One Text



Students create a new piece of writing analyzing one text.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text

Literary Writing Prompts

Key Ideas and Details

1. What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text.
2. Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together.

Craft and Structure

3. Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. Support your explanation with key details from the text.
4. Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view.

Integration of Knowledge and Ideas

5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.
6. Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same.

Other

7. Respond to the prompt your teacher provides.



Analyze One Text

Informational Writing Prompts

Key Ideas and Details

1. What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways the writer develops this idea.
2. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Support your idea with evidence from the text.

Craft and Structure

3. Choose what you think is the most important sentence, paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text.
4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

Integration of Knowledge and Ideas

5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? Explain how details in the text support your choice.
6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument.

Other

7. Respond to the prompt your teacher provides.

WRITING PROMPT:

If you are writing about *Frankenstein*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.



Write: Connect Two Texts



Students create a new piece of writing connecting two texts.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

1. Write about one way the main character of one text is similar to and different from the main character of the other text.
2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
6. If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

1. With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

2. Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

3. After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.

4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view *Frankenstein*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.



9

READING

Work Visually: Key Ideas
and Details

Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete this card.

If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Post the main idea response from 2 pairs with different responses.

Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage.

Ask students to share why they voted for a particular choice—they should use the text to explain their support.



WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Highlight 3–5 sentences and phrases that help you understand the passage.
3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - *INDIVIDUAL*

4. Share and Discuss Results - *PAIR (optional)*

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
3. Reread to find another moment that feels related.



4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



10

READING

Work Visually: Craft and
Structure



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *INDIVIDUAL*

4. Compare and Discuss Paraphrases - *PAIRS*

5. Share and Discuss Results - *WHOLE CLASS (optional)*

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

**Directions**

1. Read the passage your teacher assigns.
2. Copy the portion your teacher asks you to paraphrase under “Original Text.”
3. Paraphrase the passage under “Paraphrase 1.”
4. Take turns reading your paraphrases out loud with your partner. Write your partner’s paraphrase under “Paraphrase 2.”
5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner’s.

Card 2: This card provides a structure students can use to analyze an author’s word choices in a passage and the effects these choices create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author’s word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Summarize what the writer is writing about in 1–3 sentences.



3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
4. Review your list of words and write the feelings and ideas that they bring to mind.
5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



11

READING

Work Visually: Integration
of Knowledge and Ideas

Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - *WHOLE CLASS*

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

Directions

1. Read the texts your teacher assigns.
2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.





12 INDIVIDUAL
Solo 

Solo



Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

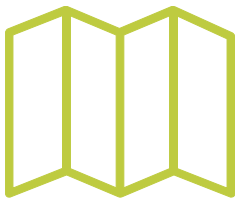
Note on the Amplify Library and the public library:

The Amplify Library is growing, with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
3. Fill in your answers, at right, and hand them in.



Lesson 5

The Creature Speaks



Overview

In this lesson, students read Chapter 2 of Volume II, in which Victor and his creature speak to each other for the first time. To begin the lesson, students predict what Victor and the creature will say. Then, they read the chapter along with the recording, work in pairs to paraphrase the dialogue in this scene, and perform their paraphrased scenes for the class, adapting their speech to the demands of the text. At the end of the lesson, students write about what Victor means by his final words in the scene: “For the first time I felt what the duties of a creator towards his creature were” (85).

Connections to Other Lessons

In the Solo that follows this lesson, students answer questions about the text and write from personal experience about whether they agree with the creature’s assertion that “All men hate the wretched” (82). This Solo activity invites students to connect personally with one of the major themes of the book. They will return to this idea in many lessons throughout the unit.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Discuss: Prediction (5 min)

Students predict what will happen in the lesson's reading.



INDIVIDUAL

3

Discuss: Skim Volume II, Chapter 1 (5 min)

Students skim through the chapter, noticing a few key moments.



CLASS

4

Read: Volume II, Chapter 2 (10 min)

Students read the encounter between Victor Frankenstein and the creature.



CLASS

5

Introduce: Dialogue Paraphrasing (5 min)

Students learn about paraphrasing dialogue and discuss how particular lines of dialogue propel the action, reveal aspects of characters, and provoke decisions.



PARTNER

6

Use the Text as Referee: Group 1 Dialogue (15 min)

Group 1 pairs rewrite the encounter between Victor and his creation so that it's easier for a modern-day audience to understand.



PARTNER



7

Use the Text as Referee: Group 2 Dialogue (15 min)

Group 2 pairs rewrite the encounter between Victor and his creation so that it's easier for a modern-day audience to understand.



PARTNER

8

Work-Out-Loud Performances (10 min)

Students perform their paraphrased scenes, adapting their speech to the demands of the text.



GROUP

9

Write: Final Words to the Creature (12 min)

Students write about what Victor means by his final words to the creature in the scene they've been studying.



WRITING

10

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



CLASS

11

Exit Ticket (4 min)

Students select the evidence that best supports a claim about Victor's beliefs and analyze how a particular line of dialogue reveals aspects of his character.



INDIVIDUAL

12

Solo (15 min)

Students read Volume II, Chapter 1, and answer questions.



INDIVIDUAL

13

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



EXTRA



Preparation

1. Read Volume II, Chapters 1–2, of *Gris Grimly's Frankenstein*.
2. Plan to put students in pairs for part of this lesson. Assign them passages in the Rewrite the Dialogue activity. Lower level pairs (Substantial, ELL (Dev), and Moderate) should work on Activity 6 and higher level pairs (Light, Core, and Challenge) should be assigned to work on Activity 7.
3. This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 11, students select the evidence that best supports a claim about Victor's beliefs and analyze how a particular line of dialogue reveals aspects of his character.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.



WORDS TO USE

- Frankness
- Ineffectual
- Degraded
- Arduous



MATERIALS

Frankenstein excerpts
14 - Volume II, Chapter 2, Pages
79-85

Exit Ticket Projection

**CCSS.ELA-LITERACY.RL.8.9**

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.W.8.9.A

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Discuss: Prediction

Assign students to the level of support that matches their needs.

◆ Core

Students predict what will happen in the lesson's reading.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students predict what will happen in the lesson.

Activity 6, Use the Text as Referee: Group 1 Dialogue Paraphrase

Plan how you will assign pairs for this activity. This activity is geared toward lower-level pairs (Substantial, ELL [Dev], and Moderate).



Activity 7, Use the Text as Referee: Group 2 Dialogue Paraphrase

Plan how you will assign pairs for this activity. This activity is geared toward higher-level pairs (Light, Core, Challenge).

+Activity 9, Write: Final Words to the Creature

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

Assign students to the level of support that matches their needs.

◆ Core

Students write about what Victor means by his final words to the creature in the scene they've been studying.

■ Substantial

This alternate Writing Prompt reduces the amount of text, and provides quotes from the text and sentence starters to help students write about what Victor means by his final words to the creature in this scene.

● ELL (Dev)

This alternate Writing Prompt provides quotes from the text and sentence starters to help students write about what Victor means by his final words to the creature in this scene.

■ Moderate

This alternate Writing Prompt provides guiding questions and sentence starters to help students write about what Victor means by his final words to the creature in this scene.

► Light

This alternate Writing Prompt provides sentence starters to help students write about what Victor means by his final words to the creature in this scene.

Pentagon Challenge

This alternate Writing Prompt challenges students to also analyze at which point in the scene they believe Victor starts to accept his duties.

+Activity 12, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read Volume II, Chapter 1, and answer questions.



■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

1 VOCABULARY
Vocabulary Activities **V**



Vocabulary Activities



2

INDIVIDUAL
Discuss: Prediction



Discuss: Prediction

Students predict what will happen in the lesson's reading.



Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*
2. Share Responses - *WHOLE CLASS*



3

CLASS

Discuss: Skim Volume II,
Chapter 1

Discuss: Skim Volume II, Chapter 1





Students skim through the chapter, noticing a few key moments.

Card 1 Instructional Guide

Have students flip through the pages of Volume II, Chapter 1, with you.

1. Discuss Pages 72–73: Confirm Accurate Understanding - *WHOLE CLASS*

 What do you notice about Victor in these pages? (*He is all alone. He looks gloomy. He doesn't seem to be doing anything except for brooding.*)

 What feelings do you think Grimly is trying to convey through his illustrations? Why would Victor feel this way? (*Two people have died because of Victor's creation: William and Justine. He knows he is guilty but can't tell anyone, and he's powerless to do anything about it now. He is mad at himself and depressed.*)


2. Read Aloud - *WHOLE CLASS*

Ask a student to read page 74 aloud.

3. Discuss Page 74: Confirm Accurate Understanding - *WHOLE CLASS*

Ask a student to explain what Victor plans to do if he sees his creature again. (*He will try to kill him: "I wished to see him again, that I might wreak the utmost extent of anger on his head, and avenge the deaths of William and Justine."*)

4. Discuss Pages 75–78: Confirm Accurate Understanding - *WHOLE CLASS*

 Everyone in the Frankenstein household is sad about the deaths of William and Justine, but Victor appears to be gloomier than everyone else. The family decides to take a trip to the mountains to get some fresh air and hopefully start to feel better.

WRITING PROMPT:



Directions

Go to Volume II, Chapter 1. Skim through pages 72–78. Consider the pages and questions listed below.

- On pages 72–73:
 - What do you notice about Victor in these pages?
 - What feelings do you think Grimly is trying to convey through his illustrations?
 - What has happened and how does Victor feel at this point in the book?
- On page 74:
 - What does Victor plan to do if he sees his creature again?
- On pages 75–78:
 - What does the Frankenstein family decide to do to cheer themselves up?



4 CLASS
Read: Volume II, Chapter 2 

Read: Volume II, Chapter 2



Students read the encounter between Victor Frankenstein and the creature.

Card 1 Instructional Guide

1. Play Audio - *WHOLE CLASS*

Tell students to read Volume II, Chapter 2, along with the recording.

2. Read Passage - *INDIVIDUAL*

Optional: When you get to page 82, stop the recording and have 2 students read the passage aloud—one student reads Victor's lines; the other student reads the creature's lines.

WRITING PROMPT:

Go to Volume II, Chapter 2 in the graphic novel.



5

PARTNER

Introduce: Dialogue
Paraphrasing



Introduce: Dialogue Paraphrasing



Students learn about paraphrasing dialogue and discuss how particular lines of dialogue propel the action, reveal aspects of characters, and provoke decisions.

Card 1 Instructional Guide

Card 1: Students learn about paraphrasing dialogue.

Card 2: Students discuss how particular lines of dialogue can propel the action, reveal aspects of characters, and provoke decisions.

1. Introduce Activity - *WHOLE CLASS*



We can paraphrase to rewrite what the characters say in a way that makes it easier for a modern-day audience to understand. A paraphrase tries to convey all of the important ideas and feelings in the text, but it doesn't need to rewrite every word.

2. Activity on Card - *INDIVIDUAL*

3. Check Answers & Compare Versions - *WHOLE CLASS*

Discuss to compare the 4 versions.

4. Group Students - *WHOLE CLASS*

Assign pairs for the next card. Students will also work in pairs for the next activity. Lower-level pairs should work on Activity 6. Higher-level pairs should work on Activity 7.



Solutions

D: You horrible creature! How dare you come here! Aren't you afraid that I will take my revenge on you? Leave—or stay so I can kill you! I just wish your death would bring back the people you killed.

Option A leaves out Victor's desire for revenge, as well as his wish that the people who were killed could come back.

Option B misinterprets the original language; Victor compares the creature to an insect only to show how much he dislikes him.


Option C adds a meaning that is not in the original text: Victor does not use any language to suggest that the creature "turned out badly."


Card 2 Instructional Guide

Card 1: Students learn about paraphrasing dialogue.

Card 2: Students discuss how particular lines of dialogue can propel the action, reveal aspects of characters, and provoke decisions.


1. Introduce Activity - *WHOLE CLASS*

 Dialogue in a story like *Frankenstein* is always worth reading closely. Authors use dialogue to propel the action, to reveal aspects of a character, or to set up a character to make a decision.

 Remember: this scene is the first time that Victor and his creature have ever spoken to one another. We're going to work in groups to paraphrase the dialogue in this scene because it's important that we understand what each character says, and how this scene moves the story along. Work with your partner to practice analyzing the significance of this kind of dialogue.

2. Activity on Card - *PAIRS*

3. Share and Discuss - *WHOLE CLASS*

 Now I'll assign you a partner to work with on paraphrasing the dialogue in the rest of the scene. Once you've done that, we'll analyze what this dialogue reveals and how it moves the story forward.



4. Group Students - *WHOLE CLASS*

If you haven't already done so, assign pairs. Lower-level pairs should work on Activity 6. Higher-level pairs should work on Activity 7.

Solutions

1. This dialogue reveals that Victor hates the creature (he calls him a “devil” and seems to shout all of his words because there are exclamation points at the end of his sentences), thinks he is despicable (he calls him a “vile insect” who is living a “miserable existence”), and wants him dead (after telling the creature to leave, he changes his mind and says he should stay “that I may trample you to dust”).

2. When Victor says, “do you not fear the vengeance of my arm wreaked on your miserable head,” this could propel the action by leading to a physical fight between these characters. It also shows that Victor is trying to make a decision about whether he wants to ignore the creature or fully confront him. He first tells the creature to “begone” and then tells him to stay so they can fight. Victor seems conflicted about what to do and frustrated that he can’t bring back the people that the creature killed.



6

PARTNER

Use the Text as Referee:
Group 1 Dialogue

Use the Text as Referee: Group 1 Dialogue



Group 1 pairs rewrite the encounter between Victor and his creation so that it's easier for a modern-day audience to understand.

Card 1 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - *PAIRS*

Solutions

I knew you'd treat me like this. All people hate the unfortunate. You made me, but you hate me and wish to kill me. How dare you play around with life!



Card 2 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - PAIRS

Solutions

Hateful beast! Hell isn't enough punishment for your crimes. Come here so I can end the life that I foolishly created!

Card 3 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - PAIRS

Solutions

Why do you want to cause me more pain? I've suffered a lot, but I will defend my life.



Card 4 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - PAIRS

Solutions

Remember, you made me more powerful than you. I won't fight you. I am your creation. You should treat me like God treated Adam. Instead, you treat me like a failure and an embarrassment even though I have done nothing to deserve that.

Card 5 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - PAIRS

Solutions

Leave! I don't want to hear you anymore! There can be no friendship between us. We are sworn enemies. Leave or we must fight until one of us dies.



7

PARTNER

Use the Text as Referee:
Group 2 Dialogue



Use the Text as Referee: Group 2 Dialogue



Group 2 pairs rewrite the encounter between Victor and his creation so that it's easier for a modern-day audience to understand.

Card 1 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - *PAIRS*

Solutions

How can I make you understand? I was kind and had warm feelings for my fellow man. But I am alone, painfully alone.



Card 2 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - PAIRS

Solutions

Everyone hates me. I must stay in isolated places where no one else will live.

Card 3 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - PAIRS

Solutions

If people knew about me, they'd all want to kill me, so shouldn't I hate them? Listen to me. Even criminals are allowed to speak before they're sentenced. You accuse me of murder, and yet you would murder me without feeling guilty. Hear me out before you decide whether to kill me.



Card 4 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - PAIRS

Solutions

I hate the day you came to life and I hate myself for creating you. You have made me miserable. Leave!

Card 5 Instructional Guide

Cards 1–5: Students paraphrase the original text into more familiar language.

Activity on Card - PAIRS

Solutions

Hear what I have to say. You will determine whether I leave mankind in peace or become a destructive monster and kill you now.



GROUP

Work-Out-Loud
Performances

Work-Out-Loud Performances



Students perform their paraphrased scenes, adapting their speech to the demands of the text.

Card 1 Instructional Guide

Card 1: *Students perform their paraphrased scenes.*

Card 2: Students analyze how particular lines of dialogue can propel the action, reveal aspects of characters, and provoke decisions.

1. Prepare for Performance - *WHOLE CLASS*

Select the students who will perform their paraphrases. Direct them to click back to Activity 6 or 7 to review their work.



In order to make your read aloud interesting and fun, you have to adapt your speech to what is happening in the paraphrased text. This means you have to pay close attention to what is happening in each part and make your voice reflect the events and emotions.



What emotions do you notice in the passages on each of the cards? What do you think the character sounds like when he is speaking with that emotion?

2. Discuss Performances - *WHOLE CLASS*

WRITING PROMPT:

If your teacher asks you to read your work aloud, click back to the paraphrases you wrote with your partner in Activity 6 or Activity 7.

Listen to the paraphrases that your classmates wrote, then discuss the following questions:

- What paraphrases did you think were the most accurate?



- What did the reader(s) do well?
- What would you like to improve in your own reading?

Card 2 Instructional Guide

Card 1: Students perform their paraphrased scenes.

Card 2: Students analyze how particular lines of dialogue can propel the action, reveal aspects of characters, and provoke decisions.

1. Activity on Card - **INDIVIDUAL**

2. Share and Discuss - **WHOLE CLASS**



9

WRITING

Write: Final Words to the Creature

Write: Final Words to the Creature



Students write about what Victor means by his final words to the creature in the scene they've been studying.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you think Victor is going to agree to hear the creature's story.
- you think Victor will refuse to hear the creature's story.
- you think Victor feels badly for abandoning the creature.
- you think Victor still despises the creature.
- you think Victor feels sorry for the creature.
- you think Victor feels he is responsible for what happens to the creature.



ELL DEV

WRITING PROMPT:

2. Go to Volume II, Chapter 2, in the graphic novel.



3. On page 85, Victor says: "For the first time I felt what the duties of a creator towards his creature were."

Why does he say this?

Choose one or two of these sentence starters to help you get started writing.

- The creature feels _____ because _____.
- Victor feels _____ because _____.
- When Victor thinks about the creature, Victor feels _____.

SUBSTANTIAL

WRITING PROMPT:

2. On page 85, Victor says: "For the first time I felt what the duties of a creator towards his creature were."

Why does he say this?

Choose one or two of these sentence starters to help you get started writing.

- The creature feels _____ because _____.
- Victor feels _____ because _____.
- When Victor thinks about the creature, Victor feels _____.

MODERATE

WRITING PROMPT:

4. On page 85, Victor says: "For the first time I felt what the duties of a creator towards his creature were." Why does he say this?

Choose one or two of these sentence starters to help you get started writing.

- The creature feels _____ because _____.
- Victor feels _____ because _____.
- When Victor thinks about the creature, Victor feels _____.



 **LIGHT**

WRITING PROMPT:

1. Go to Volume II, Chapter 2, in the graphic novel.

2. Chapter 2 of Volume II ends with Victor saying, “For the first time I felt what the duties of a creator towards his creature were” (85). What does this mean, and why does he say it?

Choose one or two of these sentence starters to help you get started writing.

- **The creature feels _____ because _____.**
- **Victor feels _____ because _____.**
- **When Victor thinks about the creature, Victor feels _____.**

 **CORE**

WRITING PROMPT:

Go to Volume II, Chapter 2, in the graphic novel.

Chapter 2 of Volume II ends with Victor saying, “For the first time I felt what the duties of a creator towards his creature were” (85). What does this mean, and why does he say it?

 **CHALLENGE**

WRITING PROMPT:

Go to Volume II, Chapter 2, in the graphic novel.

Chapter 2 of Volume II ends with Victor saying, “For the first time I felt what the duties of a creator towards his creature were” (85). What do you think Victor’s duties are toward his creature? At what point in this scene does Victor start to accept these duties? Use evidence from the text to support your response.



10

CLASS

Share: Writing



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:



Original Writing Prompt

Chapter 2 of Volume II ends with Victor Frankenstein saying, “For the first time I felt what the duties of a creator towards his creature were” (85). What does this mean, and why does he say it?



11

INDIVIDUAL
Exit Ticket



Exit Ticket



Students select the evidence that best supports a claim about Victor's beliefs and analyze how a particular line of dialogue reveals aspects of his character.

Card 1 Instructional Guide

Solutions

1. B. "Come on then, that I may extinguish the spark which I so negligently bestowed."(8)



Solo



Students read Volume II, Chapter 1, and answer questions.

Card 1 Instructional Guide

ELL DEV
MODERATE
LIGHT
CORE
CHALLENGE

SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Highlight the passage as directed.
3. Answer the questions.

ELL DEV
MODERATE
SUBSTANTIAL

WRITING PROMPT:

Go to *Gris Grimly's Frankenstein* in the Amplify Library.

Read Volume II, Chapter 1, pages 71–78.

Highlight two places in your reading that grabbed your attention.



 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Go to *Gris Grimly's Frankenstein* in the Amplify Library.

Read Volume II, Chapter 1, pages 71–78.

Highlight two places in your reading that grabbed your attention.



13

EXTRA

Challenge Writing



Challenge Writing



Students independently read a new text and complete one of two challenge prompts.

Card 1 Instructional Guide

1. Read New Text - *INDIVIDUAL*

2. Select Prompt - *WHOLE CLASS*

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: **Argumentative** prompt in response to one text
- Prompt 2: **Informative** prompt synthesizing two texts

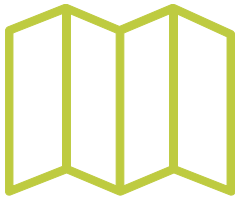
3. Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Writing Prompt 1 (Argumentative): Argue whether or not you think “Pygmalion” has a happy ending. Support your answer with evidence from the text.

Writing Prompt 2 (Informative): Compare and contrast the ways the creators view and treat the created beings in “Pygmalion” and *Frankenstein*. Use evidence from both texts to support your answer.





Lesson 6

Comparing Creators



Overview

One of the questions at the core of the *Frankenstein* narrative is the question of responsibility: What responsibility do creators bear for their creations? Victor feels responsible for the deaths of the people who have been killed by his creature, but he doesn't quite see his role in creating the conditions that made the creature a murderer.

In this lesson students compare and contrast a passage from *Frankenstein* with an excerpt from Genesis, the first book of the Bible. Both of these texts feature the notion of the creator's responsibility, but the Creator in Genesis, the biblical God, seems to take much greater care of his "creature" than Victor does. Mary Shelley draws on some of these biblical themes, patterns of events, and character types that would have been familiar to her audience in order to deepen their reading experience and challenge their thinking.

Students closely examine the texts to analyze the ways in which the respective creators interact with their creatures. Then, student pairs draw inspiration from the Genesis text to re-imagine the creature's first meeting with Victor. How could Victor treat the creature differently? How could this conversation have followed a better course?

Students then practice their speaking and listening skills by presenting and critiquing the dialogues and connect ideas back to the text.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Compare Texts: Two Creators (15 min)

Students compare and contrast texts to analyze how *Frankenstein* draws on similar themes and character types found in a passage from the Bible.



READING

3

Write: The Creature's Dream Dialogue (12 min)

Student pairs write a dialogue for a better first conversation between Victor and the creature.



PARTNER

4

Share: Perform the Dialogues (12 min)

Students perform and critique their dialogues.



GROUP

5

Wrap-Up (5 min)

Students discuss the reasons for the poor relationship between Victor and the creature.



GROUP

6

Exit Ticket (4 min)

Students compare and contrast character types in *Frankenstein* and Genesis in order to consider Victor's treatment of the creature.



INDIVIDUAL

7

Solo (20 min)

Students reread Volume II, Chapter 2, and answer questions.



INDIVIDUAL



Preparation

1. Students will work in pairs in Activity 3.
2. Student pairs will present their dialogues to the whole class in Activity 4.

Sensitive Content: In this lesson, students read a portion of the biblical account of creation from the Book of Genesis. The lesson has been written to present literary connections to religious works in a manner sensitive to students and communities. Consider the lesson content in your planning and arrange any alternate activities that may be necessary.

Exit Ticket

In Activity 6, students compare and contrast character types in Frankenstein and the Book of Genesis in order to consider Victor's treatment of the creature.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.W.8.3

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

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4



MATERIALS

Frankenstein excerpts
14 - Volume II, Chapter 2, Pages
79-85

Exit Ticket Projection

Exit Ticket Projection



Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+ Activity 2, Compare Texts: Two Creators

Assign students to the level of support that matches their needs.

◆ Core

Students compare and contrast texts to analyze how Frankenstein draws on similar themes and character types found in a passage from the Bible.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity reduces the amount of text, breaks the questions into smaller chunks, and simplifies the language used to help students compare and contrast texts to analyze how Frankenstein draws on similar themes and character types found in a passage from the Bible.



Activity 3, Write: The Creature's Dream Dialogue

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are writing below grade level should be paired with students who are writing on or above grade level.

+Activity 7, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students reread Volume II, Chapter 2, and answer questions.

■ ● ■ Substantial, LangDev, Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text.



<p>1 VOCABULARY Vocabulary Activities</p>						
--	--	--	--	--	--	--

Vocabulary Activities



2

READING
Compare Texts: Two
Creators



Compare Texts: Two Creators



Students compare and contrast texts to analyze how *Frankenstein* draws on similar themes and character types found in a passage from the Bible.

Card 1 Instructional Guide

Card 1: Students analyze the passage describing the first conversation between Victor and the creature.

Card 2: Students analyze a passage from Genesis that describes God's treatment toward the man he created.

Card 3: Students consider how Victor could have treated the creature differently.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



An archetype is a type of character (or setting or symbol) that appears over and over again in books, movies, etc. The "creator" is a common character archetype. This character is usually someone (like an artist or an inventor) who creates new things out of a desire to help provide structure in the world.



Today we'll compare and contrast the creator archetypes in two texts.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



3

PARTNER

Write: The Creature's
Dream Dialogue

Write: The Creature's Dream Dialogue



Student pairs write a dialogue for a better first conversation between Victor and the creature.

Card 1 Instructional Guide

Card 1: Students consider the connections between the Genesis text and Frankenstein.

Card 2: Students create a dialogue between Victor and the creature.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *PAIRS*

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. You made me; you should treat me like God treated Adam. But instead, you treat me like a devil and try to take away all my happiness even though I don't deserve it.

2. I think the creature wants Victor to listen to him, to take care of him, to take responsibility for his needs. More than anything, he just wants the happiness that he sees other people enjoying.

Card 2 Instructional Guide

Card 1: Students consider the connections between the Genesis text and *Frankenstein*.

Card 2: Students create a dialogue between Victor and the creature.



1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *PAIRS*

3. Discuss Responses - *WHOLE CLASS*

Solutions

3. Sample response:

Victor: My creature, it has been too long.

Creature: My creator! I have been waiting so long to finally speak with you. I have done some things I am not proud of.

Victor: *Why* did you do these things?

Creature: I was just trying to get your attention.

Victor: You could have found other ways to get my attention.

Creature: Yes, I guess I could have.

Victor: What is it that you want?

Creature: I want you to take care of me, to listen to me, to give me a place to stay, food to eat, clothing to wear. I want you to find me a partner so that I am not alone all the time.

Victor: I think I can do most of those things for you. Do you promise to stop killing people?

Creature: Yes, I can do that. Let's shake on it?

Victor: Okay.

THE END



4

GROUP

Share: Perform the
Dialogues

Share: Perform the Dialogues



Students perform and critique their dialogues.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

2. Facilitate Speeches - *WHOLE CLASS*

Student pairs will deliver their dialogues while other students observe active listening guidelines and make notes to share with their peers.

3. Discuss - *WHOLE CLASS*

Encourage students to share their feedback based on the active listening questions. Emphasize that the purpose of the feedback is to give a boost to the presenters, to share observations, and above all, to celebrate the ideas they have presented!



5 GROUP
Wrap-Up



Wrap-Up



Students discuss the reasons for the poor relationship between Victor and the creature.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*
2. Activity on Card - *INDIVIDUAL*
3. Project Poll and Discuss Responses - *WHOLE CLASS*

Project poll results and invite volunteers to explain their responses.



What evidence from *Frankenstein* supports your view?



Exit Ticket



Students compare and contrast character types in *Frankenstein* and *Genesis* in order to consider Victor's treatment of the creature.

Card 1 Instructional Guide

Solutions

1. Makes a threat: Both
Speaks kindly: *Genesis*
Creates a companion: *Genesis*
Attempts violence: *Frankenstein*
Provides food and other comforts: *Genesis*

2. Instead of creating the creature and immediately abandoning him, Victor should have fulfilled the duties of a creator, which include nurturing and instructing one's creation.



Progress bar with 7 segments. The 7th segment is highlighted and contains a box with the number 7, the text "INDIVIDUAL Solo", and a person icon with a plus sign.

Solo



Students reread Volume II, Chapter 2, and answer questions.

Card 1 Instructional Guide

ELL DEV **MODERATE** **LIGHT** **CORE** **CHALLENGE**

SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Reread the assigned text.
2. Highlight and annotate the passage as directed.
3. Answer the questions.

ELL DEV **MODERATE** **SUBSTANTIAL**

WRITING PROMPT:

Reread Volume II, Chapter 2 of *Gris Grimly's Frankenstein*.

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



 **LIGHT**  **CORE**  **CHALLENGE**

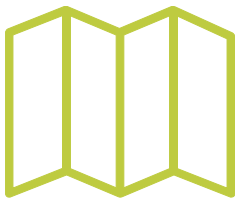
WRITING PROMPT:

Reread Volume II, Chapter 2 of *Gris Grimly's Frankenstein*.

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.





Lesson 7

The Creature's Tale, Part 1



Overview

In this lesson, students read Chapters 3 and 4 of Volume II, where Victor's creature begins to tell his story. There is very little text in these two chapters; for the most part, Grimly presents images without words. Before reading, students consider why Grimly chose to present the creature's story without language and why he chose to illustrate this part in black and white.

Students "read" Chapter 3 by verbally describing what they see in the pictures. Then, they write a portion of this chapter from the creature's point of view, adapting their speech to the style of the text. Next, students "read" Chapter 4 and match text taken from the 1818 edition of Shelley's text to a few images from Grimly's version. At the end of the lesson, students discuss how the creature evolves over the two chapters.

Connections to Other Lessons

In the Solo that follows this lesson, students read and answer questions about an excerpt from the 1818 edition of *Frankenstein*. Students will review these ideas when they read Volume II, Chapter 5 in the following lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Share: Solo (5 min)

Students share and discuss their Solo writing to anticipate the lesson's reading.



CLASS

3

Present: The Creature's Story (5 min)

Students notice how Grimly changes his visual style for the creature's story and discuss why he made this choice.



CLASS

4

Discuss: Chapter 3 Round Robin Description (10 min)

Students take turns describing what they see in the pictures illustrating the creature's story.



CLASS

5

Try It On: Captions for Chapter 3 (10 min)

Students are divided into groups of eight and each group writes a narration from the creature's point of view, adapting their speech to the context.



READING

6

Discuss: Chapter 4 Round Robin Description (10 min)

Students take turns describing what they see in the pictures illustrating the creature's story.



CLASS



7

Work Visually: Match Captions in Chapter 4 (10 min)

Students match passages from Mary Shelley's 1818 edition of *Frankenstein* to images from Volume II, Chapter 4 of *Gris Grimly's Frankenstein*.



PARTNER

8

Wrap-Up: Discuss Creature (3 min)

Students compare and contrast how Grimly structures the creature's story to how Shelley portrays it.



CLASS

9

Exit Ticket (4 min)

Students analyze how Grimly's structural choice to use a visual presentation of Chapters 3 and 4 relays important information about the creature.



INDIVIDUAL

10

Solo (25 min)

Students read a passage from the 1818 edition of Mary Shelley's *Frankenstein* and answer questions.



INDIVIDUAL



Preparation

1. Read Volume II, Chapters 3 and 4 of *Gris Grimly's Frankenstein*.
2. Decide how you will break students into groups of eight for Group Work: Try It On: Captions for Chapter 3.
3. Plan to put students in pairs for part of this lesson.

Exit Ticket

In Activity 9, students analyze how Grimly's structural choice to use a visual presentation of Chapters 3 and 4 relays important information about the creature.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.RL.8.2



WORDS TO USE

- Lustrous
- Inanimate
- Inarticulate
- Preceding



MATERIALS

Ch 3 Sample Student Responses

Ch 4 Sample Student Responses

Frankenstein excerpts
16 - 1818 Edition, Volume II,
Chapter 7

Exit Ticket Projection



Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Share: Solo

If students are unfamiliar with the meaning of “wretched,” ask them to brainstorm what they think this word means based on the creature’s experiences. Discuss: How is he feeling? Have they ever felt wretched? If not, what do they imagine might make them feel that way? Have students generate a list of words and phrases that mean “wretched.”

Activity 4, Discuss: Chapter 3 Round Robin Description

If you have several ELL students or students who are extremely shy, you may want to provide time for the students to write down what they see in the pictures before you have them share them out loud to the class.

Activity 5, Try It On: Captions for Chapter 3

Use the over-the-shoulder conference guides to support students’ individual needs.

Plan how you will assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

For students who have difficulty with writing tasks, you may choose to have them write only one sentence to describe each scene.



Activity 6, Discuss: Chapter 4 Round Robin Description

If you have several ELL students or students who are extremely shy, you may want to provide time for the students to write down what they see in the pictures before you have them share them out loud to the class.

Activity 7, Work Visually: Match Captions in Chapter 4

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

+Activity 10, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from the 1818 edition of Mary Shelley's *Frankenstein* and answer questions.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and reducing the number of questions students will answer about the passage.



1

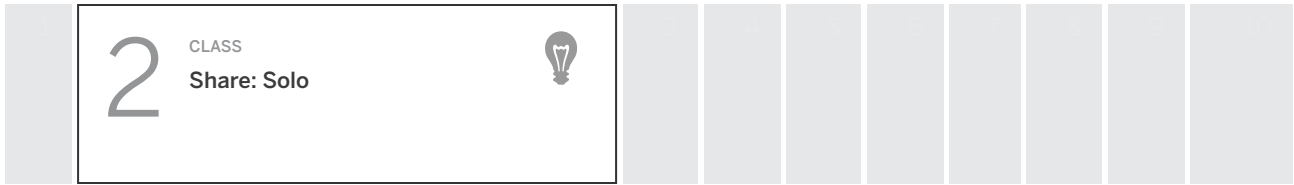
VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



Share: Solo

Students share and discuss their Solo writing to anticipate the lesson's reading.






Card 1 Instructional Guide

1. Share Solo - *WHOLE CLASS*

Have 2 or 3 students share the writing they did for the Solo.

2. Discuss Responses - *WHOLE CLASS*

Push students to compare their experiences to the creature's:

-  The creature is only 2 years old. Do you think you would have made this kind of statement at age 2? Why or why not?
-  You wrote about _____. Do you think the creature might have experienced something similar?
-  What kinds of things would someone have gone through to decide that "all men hate the wretched" (82)?



3

CLASS

Present: The Creature's
Story



Present: The Creature's Story




Students notice how Grimly changes his visual style for the creature's story and discuss why he made this choice.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*

2. Discuss Visual Style: Select and Discuss - *WHOLE CLASS*

 What do you notice about pages 86 and 87? (After "It was dark when I awoke..." there is no more text. The pictures are all in black and white.)

 In this chapter, we're going to start learning about the creature's story. Why do you think his tale is illustrated this way? (The pictures seem to be showing what the creature remembers. Maybe they're in black and white to show that it's a flashback. Or, maybe that's the way the creature sees the world. Maybe there are no words because the creature didn't know any language.)

WRITING PROMPT:

Directions

Go to Volume II, Chapter 3 in the graphic novel.

1. Look back at pages 84 and 85 and compare them to pages 86 and 87.
2. In what ways do pages 86 and 87 look different from the pages we've read so far?



4

CLASS

Discuss: Chapter 3 Round
Robin Description

Discuss: Chapter 3 Round Robin Description



Students take turns describing what they see in the pictures illustrating the creature's story.

Card 1 Instructional Guide

1. Model Description of Pictures - *WHOLE CLASS*

Let's go through the chapter once, making sure we understand what's happening in the pictures. We'll go around the room and take turns saying what we see. I'll go first and will say what I see in the pictures on the bottom of page 86.

At the bottom of page 86, I see the creature open his eye wide. Then, he looks outside the door. Next, he seems to be outside because I see power lines and buildings. He looks like he's clutching something; maybe he feels scared. I see him turning away from the sun like it's too bright. Then, he walks down the road.

2. Facilitate Round Robin Description - *WHOLE CLASS*

Ask one student to describe what he or she sees in the pictures on the top half of page 87; then call on another student to describe the next half page, and so on, until students have described all the pictures from pages 87–94.

Check the Possible Responses to see example descriptions for pages 87 through 94.

If students need assistance, point to something specific and ask the student to describe just that part.

On pages 93 and 94, students should notice that the old man is wearing dark glasses. If no one mentions this, point it out and ask what this might mean. (*He is blind.*)



Solutions

Top half of page 87

I see the creature walking down the street. He's slumped over like he's tired. Then he's in some woods, and he looks confused. Then he falls asleep. Then he eats some berries.

Bottom half of page 87

I see the creature drinking water from a spring. Then he tries to go to sleep, but he looks scared.

Top half of page 88

It looks like the next day because the sun is shining. The creature is looking up at the trees. Then he drinks water and eats berries again. Then he sees the sun setting again.

Bottom half of page 88

It looks like nighttime again. Now the creatures appear to be happy. He sleeps in a tree. When he wakes up, he stretches, drinks some water, and smiles at a chirping bird.

Top half of page 89

I see the creature watching a bug, picking some plants, and studying a mushroom. He covers his ears when he hears a loud bird. He finds a fire burning in the woods.

Bottom half of page 89

I see that the creature has his hands up like he's warming them by the fire. Then he collects some wood. He sticks a piece of wood in the fire, and it catches fire. He roasts a frog over the fire. He sleeps by the fire. When he wakes up, the fire is out.

Top half of page 90

It looks like winter now because it's snowing. The creature sees a house with smoke coming out of the chimney. He sees a guy eating food inside the house, and he looks happy. He peeks inside the house.

Bottom half of page 90

The guy inside the house screams and runs out of the house. The creature goes inside and sees the food and eats the food. Then he walks through the snow to a town.

Top half of page 91

The creature walks into town, and there are a lot of people in the street. He goes up to them with a smile on his face, but they frown at him. He looks surprised. Then it looks like they're yelling at him.

**Bottom half of page 91**

I see the villagers holding up burning torches and pitchforks like they're trying to threaten the creature. He runs away from the town. Then he is alone again in the woods. He sees a house and goes up to it and pulls on a loose board. He seems to be crouching in a small space.

Top half of page 92

I see the creature poking his head out of a window or something. He watches somebody come up a hill. It looks like the person is holding something. Then I can tell it's nighttime because of the moon. The next day he sees somebody go down the hill with a basket on her head.

Bottom half of page 92

The creature seems to be peeking out around some boards. He watches what's happening outside again and sees two people meet each other on the hill. They seem to be talking to each other, but I don't think he can understand them because the dialogue bubble is filled with squiggles. The creature smiles like he's happy.

Top half of page 93

Now the creature seems to be looking through some slats in the wall at the inside of a room. It looks like the people he saw on the hill are in there. There's a young man, an old man, and a young woman.

Bottom half of page 93

The young woman gives a violin to the old man, and he starts playing it. The creature looks really happy. Then the woman looks really sad, and the old man says something, and then the whole family looks sad.

Top half of page 94

It looks like nighttime because it's dark. The young man walks down the hill with an ax and returns with firewood. The next morning he walks down the hill again. The creature is scratching his head as he watches this. Maybe he's trying to figure out what the guy is doing.

Bottom half of page 94

The young woman seems to be working in a garden. The young woman comes up the hill, carrying something. The family has dinner and talks, but the creature doesn't seem to understand. The old man plays the violin. The young people read a book. The creature looks confused.

WRITING PROMPT:

Directions

1. Go to Volume II, Chapter 3 in the graphic novel.
2. Beginning on page 86, close read each image through page 94.
3. When it is your turn in the discussion, describe in detail what you notice in the illustration assigned to you.



5

READING

Try It On: Captions for
Chapter 3



Try It On: Captions for Chapter 3



Students are divided into groups of eight and each group writes a narration from the creature's point of view, adapting their speech to the context.

Card 1 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.

1. Model Caption - *WHOLE CLASS*

Read aloud the model caption on the card.



When you create your captions, try your best to adapt your language to the text. This means you have to pay close attention to what is happening in each part, but also think about how the creature would really speak, based on the text.



How does the creature usually speak in the novel? What kinds of words does he use? How does he describe things and explain himself?

2. Assign Groups - *WHOLE CLASS*

Divide students into groups of 8 and assign each member of each group to write captions for one page (cards 2–9), so that each group will write captions for every page.

3. Activity on Card - *INDIVIDUAL*



4. Share Responses: Select and Discuss - *WHOLE CLASS*

Have groups go back through the pages in order, each group member reading his or her caption aloud.

Card 2 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.

Activity on Card - *INDIVIDUAL*



On-The-Fly Support

ON TRACK

Students who are writing from the first person point of view and detailing how the creature feels.



Right here when you say, "I thrust my head into the water and gulped the bracingly cold liquid," it really shows how the creature is feeling and how thirsty he was.

NEEDS SUPPORT

Students who are answering the question from the third person point of view.



You do a great job writing about what the creature is seeing and how he is feeling. Now close your eyes and pretend that *you* are the creature who is experiencing this. What would you say? How would you describe this moment? Great. That is what you need to write. Make sure you are using pronouns like "I" or "me" instead of "he" or "him." I will be back in a few minutes to see what you've come up with.

NEEDS SUPPORT

Students who are writing about what is happening but not about how the creature is feeling.



You do a great job explaining that the creature is examining everything in the forest. Now, let's try to write about that part from the perspective of the creature. How do you think he is feeling as he examines everything? Great, that is exactly what you should write. Try starting with, "I closely examined..."



Card 3 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.

Activity on Card - INDIVIDUAL

Card 4 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.

Activity on Card - INDIVIDUAL

Card 5 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.

Activity on Card - INDIVIDUAL

Card 6 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the



creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.

Activity on Card - *INDIVIDUAL*

Card 7 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.

Activity on Card - *INDIVIDUAL*

Card 8 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.

Activity on Card - *INDIVIDUAL*

Card 9 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.



Activity on Card - *INDIVIDUAL*

Card 10 Instructional Guide

Card 1: Introduce the activity and group students to write narration from the creature's point of view for each card of illustrations.

Cards 2–9: Each group member writes a narrative caption to describe the events illustrated on their card from the creature's point of view.

Card 10: Students share their captions and evaluate their adaptations of language and their command of formal English.

1. Introduce Activity - *WHOLE CLASS*

Select the students who will perform their paraphrases. Direct them to click back to the correct card to review their work.



What challenges did you face in adapting your captions to the language of the creature?



What did you notice about how the creature usually speaks in the novel? What kinds of words does he use? How does he describe things and explain himself?



As you prepare to deliver your captions, speak your lines as you would imagine the creature to speak. The creature isn't at all like the grunting, grumbling monster in the movies. But how do you think he would really speak?

2. Discuss Performances - *WHOLE CLASS*

WRITING PROMPT:

If your teacher asks you to read your work aloud, click back to the card with the captions you wrote.

Listen to the captions that your classmates wrote, then discuss the following questions:

- What captions did you think were the most accurate?
- What did the reader(s) do well?
- What would you like to improve in your own reading?



6

CLASS

Discuss: Chapter 4 Round
Robin Description

Discuss: Chapter 4 Round Robin Description



Students take turns describing what they see in the pictures illustrating the creature's story.

Card 1 Instructional Guide

Facilitate Round Robin Description - *WHOLE CLASS*

Ask one student to describe what he or she sees in the pictures on page 95; then call on another student to describe the next page, and so on, until students have described all the pictures from pages 95-100.

Solutions

Page 95

I see the creature watching the family through a crack in the wall. He sees the young man wake up, get dressed, say goodbye to the woman, and walk down the hill. Then the old man plays more music. The woman and the creature seem to enjoy it.

Page 96

The old man and the woman leave the house. Then the creature goes inside and takes their food. When they come back, they look sad and the creature looks quizzical. Then they feed the old man the little bit of food that is left and they go hungry. I can see these little squiggly lines that look like their stomachs are rumbling. The old man must be blind because he doesn't seem to realize that he's the only one eating. Then the creature looks down at the food he stole and sheds a tear. He puts down his food.

Page 97

The young man walks down the hill with an ax. That night he returns with firewood that he must have chopped. The creature watches the woman rub the young man's shoulders. He looks really tired. Then the creature looks like he has



an idea. At night, he walks down the hill with the ax and returns with a huge stack of firewood. The next day the girl says something with a smile on her face. The creature watches happily as the young man and woman discover the pile of firewood.

Page 98

Now, as the creature watches, he starts to learn certain words like “fire.” He sees the girl call the old man “Father.” He collects more firewood and learns that it is called “wood.” He sees the young man pick a flower and give it to the woman, who calls him “dearest Felix.” The creature looks really happy.

Page 99

One day it rains and the creature learns the words “Agatha” and “rain.” He seems to be concentrating really hard. Then he learns more words: “wonderful” and “good.” He sees the young man harvesting vegetables on a hillside. He learns the word “food.” At night, he harvests food and brings it to the cottage. Agatha calls him a “good spirit.” The creature dreams about them all together, and he is happy.

Page 100

Now the creature is using the words he has learned. He says “rain” when it rains, and when the sun shines again, he says “wonderful” and “happy, happy earth.”

WRITING PROMPT:

Directions

1. Go to Volume II, Chapter 4 in the graphic novel.
2. Beginning on page 95, close read each image through page 100.
3. When it is your turn in the discussion, describe in detail what you notice in the illustration assigned to you.



7

PARTNER

Work Visually: Match
Captions in Chapter 4

Work Visually: Match Captions in Chapter 4



Students match passages from Mary Shelley's 1818 edition of *Frankenstein* to images from Volume II, Chapter 4 of *Gris Grimly's Frankenstein*.

Card 1 Instructional Guide

Card 1: Introduce the activity and pair students to match the illustrations on each card to Shelley's original text.

Card 2–5: Students work in pairs to match the illustrations on each card to Shelley's original text.

1. Introduce Activity - *WHOLE CLASS*



How well did you understand what you read in Volume II, Chapter 4? Each card in this activity has a row of images from this chapter and 5 quotes from the 1818 edition of Mary Shelley's *Frankenstein*. You will work with a partner to select one quote to act as the caption for the images on each card.

2. Group Students - *WHOLE CLASS*

Group students into pairs.

3. Activity on Card - *PAIRS*

Have students complete all cards before discussing their responses as a class.

Solutions

E. "The old man, whom I soon perceived to be blind, employed his leisure hours on his instrument or in contemplation. Nothing could exceed the love and respect which the younger cottagers exhibited towards their venerable companion."



Card 2 Instructional Guide

Card 1: Introduce the activity and pair students to match the illustrations on each card to Shelley's original text.

Card 2–5: Students work in pairs to match the illustrations on each card to Shelley's original text.

Activity on Card - *PAIRS*

Solutions

C. "A considerable period elapsed before I discovered one of the causes of the uneasiness of this amiable family: it was poverty. They often, I believe, suffered the pangs of hunger very poignantly, especially the two younger cottagers, for several times they placed food before the old man when they reserved none for themselves."

Card 3 Instructional Guide

Card 1: Introduce the activity and pair students to match the illustrations on each card to Shelley's original text.

Card 2–5: Students work in pairs to match the illustrations on each card to Shelley's original text.

Activity on Card - *PAIRS*

Solutions

D. "This trait of kindness moved me sensibly. I had been accustomed, during the night, to steal a part of their store for my own consumption, but when I found that in doing this I inflicted pain on the cottagers, I abstained and satisfied myself with berries, nuts, and roots which I gathered from a neighbouring wood."



Card 4 Instructional Guide

Card 1: Introduce the activity and pair students to match the illustrations on each card to Shelley's original text.

Card 2–5: Students work in pairs to match the illustrations on each card to Shelley's original text.

Activity on Card - *PAIRS*

Solutions

B. "I discovered also another means through which I was enabled to assist their labours. I found that the youth spent a great part of each day in collecting wood for the family fire, and during the night I often took his tools, the use of which I quickly discovered, and brought home firing sufficient for the consumption of several days."

Card 5 Instructional Guide

Card 1: Introduce the activity and pair students to match the illustrations on each card to Shelley's original text.

Card 2–5: Students work in pairs to match the illustrations on each card to Shelley's original text.

1. Activity on Card - *PAIRS*

2. Discuss Responses: Connect and Explain - *WHOLE CLASS*

Have students return to the start of activity to discuss their choices. As they share the passage they matched to an image, ask them to identify specific details from the passage that "matched" the illustration on that card.

Solutions

A. "I found that these people possessed a method of communicating their experience and feelings to one another by articulate sounds. I perceived that the words they spoke sometimes produced pleasure or pain, smiles or sadness, in the minds and countenances of the hearers. This was indeed a godlike science, and I ardently desired to become acquainted with it."



CLASS

Wrap-Up: Discuss Creature



Wrap-Up: Discuss Creature



Students compare and contrast how Grimly structures the creature's story to how Shelley portrays it.

Card 1 Instructional Guide

1. Activity on Card - *PAIRS*

2. Discuss Responses - *WHOLE CLASS*

Discussion Points:

- The creature becomes more relatable via the illustrations—you can see his happiness and sadness, which makes him more human.
- The written descriptions helped better understand the illustrations—there is some information that is missing in the images that you learn from the writing.



9 INDIVIDUAL
Exit Ticket 

Exit Ticket



Students analyze how Grimly's structural choice to use a visual presentation of Chapters 3 and 4 relays important information about the creature.

Card 1 Instructional Guide

Solutions

C. The simple drawings and lack of words help the reader understand how innocent and childlike the creature was when he was first created.



Progress bar with 10 segments, 10th segment highlighted. Box contains: 10 INDIVIDUAL Solo

Solo



Students read a passage from the 1818 edition of Mary Shelley's *Frankenstein* and answer questions.

Card 1 Instructional Guide

ELL DEV MODERATE LIGHT CORE CHALLENGE
 SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions that follow.

ELL DEV MODERATE SUBSTANTIAL

WRITING PROMPT:

Read the passage from the 1818 edition of Mary Shelley's *Frankenstein*.

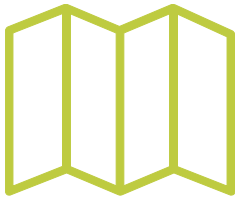
LIGHT CORE CHALLENGE



WRITING PROMPT:

Read the passage from the 1818 edition of Mary Shelley's *Frankenstein*.





Lesson 8

The Creature's Tale, Part 2



Overview

In this lesson, students read Chapters 5 and 6 of Volume II, where Victor's creature continues—and concludes—his story.

After reviewing the Solo from the previous lesson, students read Chapter 5, where the creature visits the blind man and begins to make his appeal, only to be attacked by Felix when he returns home with Agatha. Students use the sympathy spectrum to record their feelings toward the creature in this scene. Next, students read Chapter 6, where the distraught creature sets fire to the cottage; saves a girl from drowning; is shot by a hunter; kills the young William Frankenstein in a fit of rage, and then frames Justine for William's murder. After finishing Chapter 6, students return to the sympathy/antipathy spectrum to record their reactions to this part of the creature's tale.

Students then write about whether their feelings about the creature changed from Chapter 5 to Chapter 6 and explain their response. Having already explored their reactions to each scene individually, students are prepared to dig deep into their levels of sympathy and contextualize these moments within the creature's character arc.

Connections to Other Lessons

In the previous Solo, students read a passage from the 1818 edition of Mary Shelley's *Frankenstein*, where the creature describes reading the *Sorrows of Werther*, *Plutarch's Lives*, *Paradise Lost*, and the journal Victor kept while he was working on his creation. In the Solo that concludes this lesson, students read and answer questions about another passage from Shelley's text.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Discuss: Solo (5 min)

Students review the moment in the reading for the previous Solo where the creature discovers the journal Victor kept while creating him.



CLASS

3

Read and Discuss: Volume II, Chapter 5 (8 min)

Students analyze Volume II, Chapter 5, by describing what they see in the pictures and reading the text aloud.



CLASS

4

Select Text 1: Sympathy or Antipathy? (5 min)

Students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.



READING

5

Read and Discuss: Volume II, Chapter 6 (10 min)

Students analyze Volume II, Chapter 6, by describing what they see in the pictures and reading the text aloud.



CLASS

6

Select Text 2: Sympathy or Antipathy? (5 min)

Students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.



READING



7

Write: Your Reactions to the Creature's Story (12 min)

Students write about whether and why their feelings about the creature changed between Chapters 5 and 6.



8

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



9

Exit Ticket (4 min)

Students identify statements that describe what the reader learns about the creature's perspective from his interactions with the old man.



10

Solo (15 min)

Students read a passage from the 1818 edition of Mary Shelley's *Frankenstein* and answer questions.





Preparation

Read Volume II, Chapters 5 and 6 of *Gris Grimly's Frankenstein*.

Exit Ticket

In Activity 9, students identify statements that describe what the reader learns about the creature's perspective from his interactions with the old man.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RL.8.1



WORDS TO USE

- Elapsed
- Enormity
- Console
- Depraved



MATERIALS

Ch 4 Student Sample Response

Ch 3 Student Sample Response

Frankenstein excerpts
16 - 1818 Edition, Volume II,
Chapter 7

Frankenstein excerpts
17 - Volume II, Chapter 5, Pages
105-107

Frankenstein excerpts
18 - 1818 Edition, Volume II,
Chapter 8

Frankenstein excerpts
19 - Volume II, Chapter 6, Page
114

Exit Ticket Projection



Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 4, Select Text 1: Sympathy or Antipathy?

Assign students to the level of support that matches their needs.

◆ Core

Students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity simplifies the questions and provides sentence starters to help students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.

▶ Light

This alternate activity provides sentence starters to help students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.

+Activity 6, Select Text 2: Sympathy or Antipathy?

Assign students to the level of support that matches their needs.

◆ Core

Students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity simplifies the questions and provides sentence starters to help students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.



► Light

This alternate activity provides sentence starters to help students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.

+Activity 7, Write: Your Reactions to the Creature's Story

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

Assign students to the level of support that matches their needs.

◆ Core

Students write about whether and why their feelings about the creature changed between Chapters 5 and 6.

■ Substantial

This alternate Writing Prompt uses simplified language, guiding statements, and sentence starters to help students explain if their feelings about the creature changed between Chapters 5 and 6.

● ELL (Dev)

This alternate Writing Prompt uses guiding statements and sentence starters to help students explain if their feelings about the creature changed between Chapters 5 and 6.

■ Moderate

This alternate Writing Prompt uses quotes from the text, guiding statements with a word bank, and sentence starters to help students explain if their feelings about the creature changed between Chapters 5 and 6.

► Light

This alternate Writing Prompt provides sentence starters to help students explain if their feelings about the creature changed between Chapters 5 and 6.

Pentagon Challenge

This alternate Writing Prompt challenges students to also analyze if the creature's thoughts, words, and actions are reflected in his reaction to *Paradise Lost*, *Plutarch's Lives*, and the *Sorrow of Werter*.

+Activity 10, Solo

Assign students to the level of support that matches their needs.

◆ Core

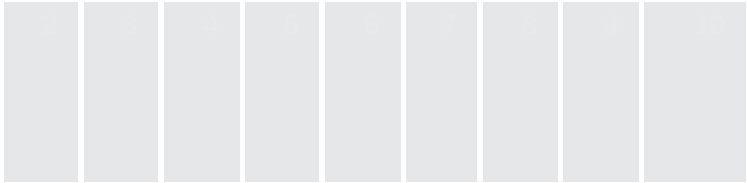
Students read a passage from the 1818 edition of Mary Shelley's *Frankenstein* and answer questions.



■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and reducing the number of questions students will answer about the passage.

1 VOCABULARY
Vocabulary Activities **V**



Vocabulary Activities



2

CLASS

Discuss: Solo



Discuss: Solo



Students review the moment in the reading for the previous Solo where the creature discovers the journal Victor kept while creating him.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*
2. Share Responses: Select and Discuss - *WHOLE CLASS*



3

CLASS

Read and Discuss: Volume II, Chapter 5



Read and Discuss: Volume II, Chapter 5



Students analyze Volume II, Chapter 5, by describing what they see in the pictures and reading the text aloud.

Card 1 Instructional Guide

1. Read and Discuss Pages 101–104 - *WHOLE CLASS*

Call on one student per page to read text and describe what he or she sees on that page.

If a student needs assistance, point to something specific and ask the student to describe just that part.

2. Read Aloud Pages 105–107- *WHOLE CLASS*

Ask 2 students to read pages 105–107 aloud.

One student should play the part of the creature and the other student should play the part of the old man.



What do you notice about the conversation between the creature and the old man?

3. Read and Discuss Page 108 - *WHOLE CLASS*

Call on one student to narrate what happens in the pictures on page 108.



Why does Felix attack the creature? (*He thinks the creature is trying to harm his father. He is scared of the creature's appearance. He thinks the creature is a monster.*)



Solutions

Page 101

The creature goes to the woods for firewood one night and discovers some books. He takes them to the room where he's been hiding and begins to read.

Page 102

The creature remembers that there is a book in the pocket of his cloak. He pulls it out and discovers that it's Frankenstein's journal, where he detailed the experiments that led to the creation of the creature.

Page 103

The creature continues to watch the family as before. One day, after the old man plays the fiddle, Felix and Agatha leave the house and walk down the hill.

Page 104

The creature watches the old man playing music and has a bright idea. He goes to the front door of the cottage and is about to knock, but then he looks nervous. He looks like he's going to change his mind. His heart is beating fast. But then he steels himself and knocks on the door.

Page 108

Felix and Agatha walk in the front door. The old man doesn't seem to notice. The creature looks at Felix and Agatha. Felix becomes enraged. He attacks the creature and punches him. Upset, the creature runs out the door.

WRITING PROMPT:

Directions

Go to Volume II, Chapter 5 of *Gris Grimly's Frankenstein*.



4

READING

Select Text 1: Sympathy or
Antipathy?

Select Text 1: Sympathy or Antipathy?



Students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.

Card 1 Instructional Guide

Card 1: Students select their level of sympathy for the creature at this moment.

Card 2: Students analyze evidence from pages 105–107 of *Gris Grimly's Frankenstein* to explain their level of sympathy for the creature at this moment.

1. Activity on Card - *INDIVIDUAL*

2. Project Poll: Select and Discuss - *WHOLE CLASS*

Make sure students have clicked HAND IN before projecting the poll.



Remember: Sympathy is an important theme in this text. We'll continue to ask ourselves how much sympathy the characters have shown each other and how this has influenced the story.



5

CLASS
Read and Discuss: Volume
II, Chapter 6



Read and Discuss: Volume II, Chapter 6



Students analyze Volume II, Chapter 6, by describing what they see in the pictures and reading the text aloud.

Card 1 Instructional Guide

1. Read Aloud - *WHOLE CLASS*

Call on a student to read text and narrate what happens in the pictures on page 109.

2. Discuss Page 109 - *WHOLE CLASS*

After reading the text at the top of page 109, ask students to briefly discuss what the creature means. (*The creature wonders why he didn't just end the life that Frankenstein had so irresponsibly given him.*)

After reading page 109:



Compare the creature's smile at the bottom of page 109 with his smile at the top of page 104. What is the difference between these smiles? (*At the top of page 104, he is smiling because he has an idea that fills him with hope. He is excited to visit the blind man and gain his trust. At the bottom of page 109, his smile is cruel and vicious. He is enjoying his revenge on the family that broke his heart.*)

3. Read Aloud - *WHOLE CLASS*

Call on one student per page to read text and narrate what happens in the pictures on pages 110–114.

- If it doesn't come out in the student's narration of the illustrations on page 114, make sure that students understand that the sleeping girl is Justine, who was convicted of William's murder, in part, because William's locket was found in her possession.
- Stop the last student before he or she reads the text at the bottom of page 114. Wait to read that text until the following lesson.



Solutions

Page 109

The creature goes to the woods and sets a piece of wood on fire. Then he rushes to the cottage and sets it on fire. The cottagers escape. He smiles cruelly.

Page 110

The next day the creature seems to be in a happier mood as he walks through the forest. He sees a girl running through the woods. She slips on the riverbank and falls headfirst into the water. The creature looks alarmed and rushes in after her. He drags her from the water to the shore.

Page 111

As the creature is tending to the girl, who appears to be unconscious, a man appears, holding a gun. The man looks alarmed when he sees the creature with the girl. The creature makes a face like he knows what's coming next, and he knows it's not good. He puts his hands up to stop the man, but the man shoots him in the shoulder. The creature collapses and the man runs away with the girl thrown over his shoulder.

Page 112

The creature stands up, holding onto a tree, but he slumps to the floor in pain and lies there in a pool of his own blood as the sun beats down on him. He continues to lie there all day and night. It appears that many weeks pass because the moon changes from a crescent moon to a full moon. Eventually, the creature gets up and walks away.

Page 113

The creature reaches Geneva, the city where Frankenstein is from. He is sitting on a hill when he sees a child run by. He approaches the child.

Page 114

The creature notices something around the boy's neck: a necklace with a picture of a woman inside. He looks sad, and he walks away with the necklace. Then he sees a girl lying on a hill, asleep. He walks up to her and makes a terrifying grin. He puts the locket in her hand.

WRITING PROMPT:

Directions

Go to Volume II, Chapter 6 of *Gris Grimly's Frankenstein*.



6

READING

Select Text 2: Sympathy or Antipathy?



Select Text 2: Sympathy or Antipathy?



Students evaluate and explain how much sympathy or antipathy they feel for the creature at this point in the story.

Card 1 Instructional Guide

Card 1: Students select and analyze evidence to explain their level of sympathy for the creature at this moment.

Card 2: Students describe how the creature is impacted by others' sympathy or antipathy.

Card 3: Students consider the effect created by the difference between the reader's and the characters' understanding of the creature.

1. Activity on Card - INDIVIDUAL

2. Discuss Responses: Select and Discuss - *WHOLE CLASS*



7

WRITING

Write: Your Reactions to
the Creature's Story

Write: Your Reactions to the Creature's Story



Students write about whether and why their feelings about the creature changed between Chapters 5 and 6.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you were surprised by any of the events of Chapter 6.
- your feelings about the creature changed a lot from Chapter 5 to Chapter 6.
- your feelings about the creature didn't change very much from Chapter 5 to Chapter 6.



ELL DEV

WRITING PROMPT:

6. Describe how you felt about the creature when you read Chapter 5. Then, describe how you felt about him when you read Chapter 6. Did your feelings change? Explain why or why not.

Choose one or two of these sentence starters to help you get started writing.

- In Chapter 5, I felt _____ about the creature. In Chapter 6, I felt _____.



- My feelings about the creature changed/did not change because _____.
- When the creature _____, my feelings changed/did not change.

MODERATE

WRITING PROMPT:

Describe how you felt about the creature when you read Chapter 5. Describe how you felt about him when you read Chapter 6. Did your feelings change? Explain why or why not.

Choose one or two of these sentence starters to help you get started writing.

- In Chapter 5, I felt _____ about the creature. In Chapter 6, I felt _____.
- My feelings about the creature changed/did not change because _____.
- When the creature _____, my feelings changed/did not change.

CHALLENGE

WRITING PROMPT:

Go to Volume II, Chapter 5, in the graphic novel.

Consider all of the creature's thoughts, words, and actions in Chapters 5 and 6. Did your feelings change when you read Chapter 6? Reread paragraphs 1–5 from the previous Solo, where the creature shares his reactions to *Paradise Lost*, *Plutarch's Lives*, and the *Sorrows of Werter*. Are these reactions reflected in the creature's thoughts, words, and actions in Chapters 5 and 6? How?

Use textual evidence to support your answer.

SUBSTANTIAL

WRITING PROMPT:

6. Did your feelings about the creature change? Explain why or why not.



Choose one or two of these sentence starters to help you get started writing.

- In Chapter 5, I felt _____ about the creature. In Chapter 6, I felt _____ .
- My feelings about the creature changed/did not change because _____ .
- When the creature _____ , my feelings changed/did not change.

LIGHT

WRITING PROMPT:

Go to Volume II, Chapter 5, in the graphic novel.

Did your feelings about the creature change from Chapter 5 to Chapter 6? Use evidence from the text to explain your answer.

Choose one or two of these sentence starters to help you get started writing.

- My feelings about the creature _____.
- When the creature _____, my feelings did/did not change because _____.
- I have mixed opinions/feelings about the creature because _____.

CORE

WRITING PROMPT:

Go to Volume II, Chapter 5, in the graphic novel.

Did your feelings about the creature change from Chapter 5 to Chapter 6? Explain why or why not, using and analyzing evidence from the text. Be sure to explain what each piece of evidence shows. (You may also use evidence from the illustrations.)



CLASS

Share: Writing



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: *Students who are sharing use this card to read their own writing.*

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Writing Prompt

Did your feelings about the creature change from Chapter 5 to Chapter 6?



9 INDIVIDUAL
Exit Ticket 

Exit Ticket



Students identify statements that describe what the reader learns about the creature’s perspective from his interactions with the old man.

Card 1 Instructional Guide

Solutions

- A. Yes
- B. Yes
- C. No

WRITING PROMPT:

Go to Volume II, Chapter 5, Pages 105–107 in the graphic novel.



10 INDIVIDUAL Solo

Solo



Students read a passage from the 1818 edition of Mary Shelley's *Frankenstein* and answer questions.

Card 1 Instructional Guide

- ELL DEV
- MODERATE
- ▲ LIGHT
- ◆ CORE
- ◆ CHALLENGE
- ▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions that follow.

- ELL DEV
- MODERATE
- ▲ SUBSTANTIAL

WRITING PROMPT:

Read the passage from the 1818 edition of Mary Shelley's *Frankenstein*.

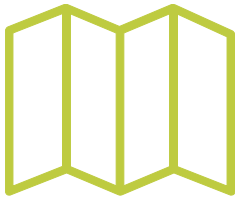
- ▲ LIGHT
- ◆ CORE
- ◆ CHALLENGE



WRITING PROMPT:

Read the passage from the 1818 edition of Mary Shelley's *Frankenstein*.





Lesson 9

The Creature's Request



Overview

In this lesson, students read Chapter 7 of Volume II—where the creature demands that Victor, his creator, make him a mate—and debate how Victor should respond.

First, students read the final sentences of Chapter 6 and confirm that they understand what the creature is asking for. Then they read Chapter 7, where the creature makes his case for why Victor should comply with his request.

Students are then put in groups to debate whether Victor should create a female companion for the creature. Together, each group develops 2 or 3 reasons why he should or should not do as asked, and then brainstorms 2 or 3 reasons that they think the opposing team will argue. Then, the team splits up to prepare for various parts of a debate.

During the debates, two teams will go head-to-head in opening arguments, rebuttals, and closing statements. As they listen, students will trace each speaker's claims and evaluate the evidence used to support those claims. After each debate, the rest of the class will discuss which team they believe made the stronger case.

Connections to Other Lessons:

Students will engage in another group debate following the same structure in Lesson 14. In the Solo, they read and answer questions about Chapter 1 of Volume III. They will review this reading in the next lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Discuss: End of Chapter 6 (5 min)

Students review the moment at the end of Chapter 6 that sets up the issue at stake in Chapter 7.



CLASS

3

Read: Volume II, Chapter 7 (10 min)

Students read Volume II, Chapter 7, where the creature makes a case for why Victor should create a female creature for him.



CLASS

4

Debate: Preparation (20 min)

Students are assigned a group, a side, and a role, and then groups develop the arguments they will deliver during the debates.



GROUP

5

Debate: Perform and Give Feedback (15 min)

Student teams engage in a formal debate, delineating each speaker's claims and evaluating the evidence used to support those claims.



GROUP

6

Exit Ticket (2 min)

Students consider the structure of today's class debate and evaluate their own performance.



INDIVIDUAL

7

Solo (15 min)

Students read a passage from *Gris Grimly's Frankenstein* and answer questions.



INDIVIDUAL



Preparation

1. Read Volume II, Chapter 7 of *Gris Grimly's Frankenstein*.
2. Decide how you will put students in teams and which teams will compete head-to-head in the debates.

Exit Ticket

In Activity 6, students consider the structure of today's class debate and evaluate their own performance.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its



WORDS TO USE

- Infamy
- Prolonged
- Ignominy
- Sublime



MATERIALS

Frankenstein excerpts
19 - Volume II, Chapter 6, Page
114

Frankenstein excerpts
20 - Volume II, Chapter 7, Pages
115-119

Frankenstein excerpts
21 - Volume III, Chapter 1, Pages
122-129

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2



relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Read: Volume II, Chapter 7

If students are having difficulty reading and understanding this text, have them preview the images on pages 115–119, without reading the text. Have a brief discussion about what Victor and the creature are doing and the expressions on their faces.

Activity 4, Debate: Preparation

If students, especially students who are reading below grade level, already have a strong preference about whether Victor should create a mate for the creature, you may want to allow those students to choose their side for the debate as opposed to assigning one to them.

Plan how to assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

+Activity 7, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read Volume III, Chapter 1, and answer questions.



■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.



<p>1 VOCABULARY Vocabulary Activities</p>						
--	--	--	--	--	--	--

Vocabulary Activities



2

CLASS

Discuss: End of Chapter 6



Discuss: End of Chapter 6



Students review the moment at the end of Chapter 6 that sets up the issue at stake in Chapter 7.

Card 1 Instructional Guide


1. Read Passage - *WHOLE CLASS*

Read the text at the bottom of page 114.

2. Discuss Passage: Confirm Accurate Understanding - *WHOLE CLASS*

 What does the creature ask Victor to do? (*He wants Victor to make a female creature to be his companion.*)

3. Introduce Focus for Lesson - *WHOLE CLASS*

 Today we will read Chapter 7 of Volume II, where the creature states his case for why Victor should make him a female companion. As we read, look for reasons why Victor should comply with the creature's request and reasons why he shouldn't.

WRITING PROMPT:

Directions

Go to Volume II, Chapter 6, page 114 in the graphic novel.

1. Read the text at the bottom of page 114.
2. What does the creature ask Victor to do?



3

CLASS

Read: Volume II, Chapter 7



Read: Volume II, Chapter 7



Students read Volume II, Chapter 7, where the creature makes a case for why Victor should create a female creature for him.

Card 1 Instructional Guide

1. Read Passage - *WHOLE CLASS*

?Have students follow along with the recording or have 2 students read aloud, one reading the part of Victor and the other reading the part of the creature.

2. Activities on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. What does the creature demand? = B. I need you to create a female creature for me.
What argument does the creature make to justify this demand? = C. If I just had someone to love, I probably wouldn't be violent anymore.
What does the creature offer in exchange? = A. She and I will go far, far away and never bother you again.
2. Victor should just create the female creature; Victor should not create the female creature; Victor should promise to create the female creature to buy time, but plan to destroy the original creature.



4

GROUP
Debate: Preparation



Debate: Preparation



Students are assigned a group, a side, and a role, and then groups develop the arguments they will deliver during the debates.

Card 1 Instructional Guide

Card 1: Debate teams are organized and students brainstorm reasons that support either side.

Card 2: Teams decide who will prepare each part of the debate and define the main idea to present in each part.

Card 3: Students assigned to the opening argument develop one reason for their team's position by providing evidence and explanation.

Card 4: Students assigned to the rebuttals identify possible opposing arguments and develop counterarguments using evidence.

Card 5: Students assigned to the closing statement develop one reason for their team's position by providing evidence and explanation.

1. Group Students - *WHOLE CLASS*

Create an even number of groups of no more than 4 students each.

Assign each group a side (yes, he should create a mate, or no, he should not create a mate).

2. Activities on Card - *GROUPS*

Card 2 Instructional Guide

Card 1: Debate teams are organized and students brainstorm reasons that support either side.

Card 2: Teams decide who will prepare each part of the debate and define the main idea to present in each part.

Card 3: Students assigned to the opening argument develop one reason for their team's position by providing evidence and explanation.

Card 4: Students assigned to the rebuttals identify possible opposing arguments and develop counterarguments using evidence.

Card 5: Students assigned to the closing statement develop one reason for their team's position by providing evidence and explanation.



Activities on Card - *GROUPS*

Groups should be clear on what role each member will play and what the thrust of each argument will be. Let students know that the main idea for their opening argument, rebuttals, and closing statement should be different.

Card 3 Instructional Guide

Card 1: Debate teams are organized and students brainstorm reasons that support either side.

Card 2: Teams decide who will prepare each part of the debate and define the main idea to present in each part.

Card 3: Students assigned to the opening argument develop one reason for their team's position by providing evidence and explanation.

Card 4: Students assigned to the rebuttals identify possible opposing arguments and develop counterarguments using evidence.

Card 5: Students assigned to the closing statement develop one reason for their team's position by providing evidence and explanation.

Activity on Card - *INDIVIDUAL*

Each group member should work individually on the part he or she was assigned (opening argument, rebuttals, or closing statement). Tell students to click NEXT until they find their assigned part.

Card 4 Instructional Guide

Card 1: Debate teams are organized and students brainstorm reasons that support either side.

Card 2: Teams decide who will prepare each part of the debate and define the main idea to present in each part.

Card 3: Students assigned to the opening argument develop one reason for their team's position by providing evidence and explanation.

Card 4: Students assigned to the rebuttals identify possible opposing arguments and develop counterarguments using evidence.

Card 5: Students assigned to the closing statement develop one reason for their team's position by providing evidence and explanation.

Activity on Card - *INDIVIDUAL*

Each group member should work individually on the part he or she was assigned (opening argument, rebuttals, or closing statement). Tell students to click the arrows to find their assigned part.



Card 5 Instructional Guide

Card 1: Debate teams are organized and students brainstorm reasons that support either side.

Card 2: Teams decide who will prepare each part of the debate and define the main idea to present in each part.

Card 3: Students assigned to the opening argument develop one reason for their team's position by providing evidence and explanation.

Card 4: Students assigned to the rebuttals identify possible opposing arguments and develop counterarguments using evidence.

Card 5: Students assigned to the closing statement develop one reason for their team's position by providing evidence and explanation.

Activity on Card - *INDIVIDUAL*

Each group member should work individually on the part he or she was assigned (opening argument, rebuttals, or closing statement).



5

GROUP

Debate: Perform and Give
Feedback

Debate: Perform and Give Feedback



Student teams engage in a formal debate, delineating each speaker's claims and evaluating the evidence used to support those claims.

Card 1 Instructional Guide

1. Facilitate Debate - *GROUPS*

Two opposing teams debate at the front of the class while their classmates watch and determine who wins. Have as many teams debate as time allows.

Debate structure:

- Part 1: Each side delivers an opening argument.
- Part 2: Each side presents rebuttals.
- Part 3: Each side delivers a closing statement.

 As you listen to the debate teams' arguments, evaluate the evidence they provide to support their claims.

 How can you evaluate a piece of evidence? You can ask the following questions:

- Is the evidence directly connected to the issue?
- Is the evidence fact or an opinion?
- Is the evidence accurate?
- Does the evidence represent the whole issue, or just part of it?
- Is the source of the evidence reliable?



2. Activity on Card - *INDIVIDUAL*

3. Share Responses - *WHOLE CLASS*

After each debate, have a few students share which argument they found most persuasive and explain why.



					6 INDIVIDUAL Exit Ticket 	
--	--	--	--	--	--	--

Exit Ticket



Students consider the structure of today's class debate and evaluate their own performance.

Card 1 Instructional Guide

Solutions

- Opening argument: The first argument you and your team make
- Rebuttal: A counterargument to the other team's opening argument
- Closing statement: A restatement of your position and an explanation of how the other team's argument is incorrect



7 INDIVIDUAL
Solo

Solo



Students read a passage from *Gris Grimly's Frankenstein* and answer questions.

Card 1 Instructional Guide

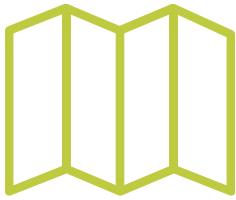
● ELL DEV ■ MODERATE ▲ LIGHT ◆ CORE ▲ CHALLENGE

▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.?
2. Highlight and annotate the passage as directed.?
3. Answer the questions.



Lesson 10

Flex Day 2



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

- **Vocabulary**
Invite students to warm up in the Vocabulary app just as they would in any other lesson.
- **Grammar Practice**
Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.
- **Fluency: Rate**
Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.
- **Fluency: Expression**
Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.
- **Revision Assignment**
Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.
- **Close Reading and Discussion**
Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with writing or work visually activity.
- **Write: Analyze One Text**
Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.
- **Write: Connect Two Texts**
Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.



- **Work Visually: Key Ideas and Details**

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Craft and Structure**

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Integration of Knowledge and Ideas**

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

- **Solo**

Students should complete the Solo assignment just as they would in any other lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



INDIVIDUAL

3

Fluency: Rate (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



PARTNER

4

Fluency: Expression (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



PARTNER

5

Revision Assignment (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



WRITING

6

Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



READING



7

Write: Analyze One Text (15 min)

Students create a new piece of writing analyzing one text.



WRITING

8

Write: Connect Two Texts (15 min)

Students create a new piece of writing connecting two texts.



WRITING

9

Work Visually: Key Ideas and Details (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



READING

10

Work Visually: Craft and Structure (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



READING

11

Work Visually: Integration of Knowledge and Ideas (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



READING

12

Solo (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL



Preparation

1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).



WORDS TO USE

- Teacher-determined



MATERIALS

Grade 8 Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Frankenstein excerpts
1 - Epigraph

Response to Text Revision
Assignments

Grammar Revision Assignments

Personal Narrative Revision
Assignments

Informational Writing Prompts:
One Text

Informational Writing Prompts:
Two Texts

Literary Writing Prompts: One
Text

Literary Writing Prompts: Two
Texts

Peer Discussion Guidelines



CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.8.1.A**

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

1 VOCABULARY
Vocabulary Activities **V**



Vocabulary Activities



2

INDIVIDUAL
Grammar Practice



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

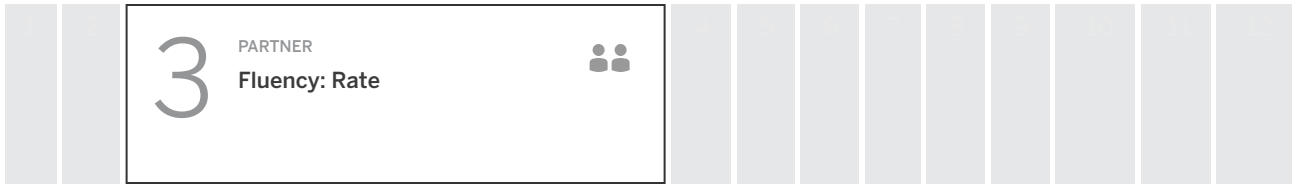
Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.



Fluency: Rate



Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Listen to the audio and follow along in the passage.
2. Highlight words that are new to you.
3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *INDIVIDUAL*

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.



4

PARTNER

Fluency: Expression



Fluency: Expression



Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - *INDIVIDUAL*

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.



2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.
2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.
3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.



1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.
2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.



5

WRITING

Revision Assignment



Revision Assignment



Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.



Directions

Revision Assignment: Focus (in Response to Text)

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence**. When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
4. In the text, identify two more text details that connect to your idea.
5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine**. When you are done, click HAND IN.

Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).



2. Find the sentence that best serves as your claim—the main idea you’re arguing. Copy and paste it into the chart.
3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
5. Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
_ [My claim] _ because _ [summary of reasons] _.



6

READING
Close Reading and
Discussion



Close Reading and Discussion



Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: *Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.*

Card 2: Paired students compare answers and use text to try to convince each other of their answer.

Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - **WHOLE CLASS**

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - **WHOLE CLASS or GROUP**

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.
- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - **INDIVIDUAL**

4. Pair Students - **WHOLE CLASS**

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).



WRITING PROMPT:

Directions

Find and read the passage your teacher assigns.

Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides.

Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher’s posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Discussion Guidelines**Share**

The answer I chose was _____.

Explain

I think my answer is correct because of _____ from the text.

There were a couple of examples from the text that gave me my answer. One example is _____.

I think this is the answer because _____.

Comment

You have an interesting point. What more can you tell me about _____?

I didn't think of it that way. Can you explain _____?

Where in the text did you see _____?

WRITING PROMPT:

Directions

1. Explain to your partner why you chose the answer you did.
2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher’s posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

2. Project and Discuss Poll Results (Optional) - *WHOLE CLASS or GROUP*

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



7

WRITING

Write: Analyze One Text



Write: Analyze One Text



Students create a new piece of writing analyzing one text.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text

Literary Writing Prompts

Key Ideas and Details

1. What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text.
2. Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together.

Craft and Structure

3. Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. Support your explanation with key details from the text.
4. Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view.

Integration of Knowledge and Ideas

5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.
6. Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same.

Other

7. Respond to the prompt your teacher provides.



Analyze One Text

Informational Writing Prompts

Key Ideas and Details

1. What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways the writer develops this idea.
2. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Support your idea with evidence from the text.

Craft and Structure

3. Choose what you think is the most important sentence, paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text.
4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

Integration of Knowledge and Ideas

5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? Explain how details in the text support your choice.
6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument.

Other

7. Respond to the prompt your teacher provides.

WRITING PROMPT:

If you are writing about *Frankenstein*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.



Write: Connect Two Texts



Students create a new piece of writing connecting two texts.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

1. Write about one way the main character of one text is similar to and different from the main character of the other text.
2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
6. If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

1. With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

2. Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

3. After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.

4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view *Frankenstein*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.



9

READING

Work Visually: Key Ideas
and Details

Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete this card.

If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Post the main idea response from 2 pairs with different responses.

Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage.

Ask students to share why they voted for a particular choice—they should use the text to explain their support.



WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Highlight 3–5 sentences and phrases that help you understand the passage.
3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - *INDIVIDUAL*

4. Share and Discuss Results - *PAIR (optional)*

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
3. Reread to find another moment that feels related.



4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



10

READING

Work Visually: Craft and
Structure



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *INDIVIDUAL*

4. Compare and Discuss Paraphrases - *PAIRS*

5. Share and Discuss Results - *WHOLE CLASS (optional)*

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:



Directions

1. Read the passage your teacher assigns.
2. Copy the portion your teacher asks you to paraphrase under “Original Text.”
3. Paraphrase the passage under “Paraphrase 1.”
4. Take turns reading your paraphrases out loud with your partner. Write your partner’s paraphrase under “Paraphrase 2.”
5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner’s.

Card 2: This card provides a structure students can use to analyze an author’s word choices in a passage and the effects these choices create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author’s word choices, they complete this card.

2. Identify Passage - *WHOLE CLASS*

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Summarize what the writer is writing about in 1–3 sentences.



3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
4. Review your list of words and write the feelings and ideas that they bring to mind.
5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



11

READING

Work Visually: Integration
of Knowledge and Ideas

Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - *WHOLE CLASS*

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

Directions

1. Read the texts your teacher assigns.
2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



	<p>12 <small>INDIVIDUAL</small> Solo </p>
--	--

Solo



Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

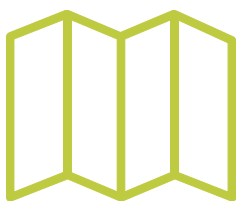
Note on the Amplify Library and the public library:

The Amplify Library is growing, with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
3. Fill in your answers, at right, and hand them in.



Lesson 11

A Broken Promise



Overview

In this lesson, students read passages from Volume III—where Victor creates and destroys a mate for the creature—and write about why Victor changes his mind.

To begin the lesson, students review a passage from Volume III, Chapter 1, which they read in the Lesson 9 Solo. They discuss the plot points that set up today's reading: Victor and Henry will travel to England, where Victor will gather resources to create a female creature. When he finishes, they will return to Geneva and he will marry Elizabeth.

Then, students skim the beginning of Chapter 2 and analyze a passage where Victor discusses how conflicted he feels about the project he has promised to complete. Next, they read the first half of Chapter 3, where Victor destroys his almost finished creation while the creature looks on. At the end of the lesson, students write about why Victor changes his mind about bringing another being to life.

Connections to Other Lessons

Students are asked to make connections between one of the passages they read in this lesson and the arguments they developed during their debates in the previous lesson.

In the Solo that students complete after this lesson, they finish reading Chapter 3 and answer questions about how the creature threatens Victor, what Victor does with the remains of the female creature, and how he is received by strangers in a seaside village in Ireland. Students will review selections from this passage in the following lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Review: Solo (5 min)

Students review major plot points from the Lesson 9 Solo reading.



PARTNER

3

Select Text: Volume III, Chapter 2 (10 min)

Students read Volume III, Chapter 2, and analyze Victor's mindset as he approaches his task.



READING

4

Select Text: Volume III, Chapter 3, Pages 136–139 (15 min)

Students read a passage from Volume III, Chapter 3, to identify Victor's decision and reasoning about whether to make a mate for the creature.



READING

5

OPT: Write: Building a Bride (15 min)Students compare a scene from *Bride of Frankenstein* with Victor's fears about building the creature's companion.

WRITING

6

Write: Why Destroy the Mate? (12 min)

Using evidence from the text to support their reasoning, students develop an argument about why Victor destroys the creature's mate.



WRITING



7

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.

CLASS

8

Exit Ticket (4 min)

Students consider what Victor's internal debate reveals about his character.

INDIVIDUAL

9

Solo (30 min)

Students read and answer questions about Volume III, Chapter 3, pages 140–147.



INDIVIDUAL



Preparation

1. Read Volume III, Chapters 1–3, of *Gris Grimly's Frankenstein*.
2. Plan to put students in pairs for part of this lesson.

Exit Ticket

In Activity 8, students consider what Victor's internal debate reveals about his character.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RL.8.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.



WORDS TO USE

- Wantonly
- Subdued
- Scourge
- Spurn



MATERIALS

Frankenstein excerpts
21 - Volume III, Chapter 1, Pages
122-129

Frankenstein excerpts
23 - Volume III, Chapter 2, Pages
134-135

Frankenstein excerpts
24 - Volume III, Chapter 3, Pages
136-139

Frankenstein excerpts
25 - Volume III, Chapter 3, Pages
140-147

Bride of Frankenstein still

Exit Ticket Projection

**CCSS.ELA-LITERACY.RL.8.1**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Review: Solo

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Assign students to the level of support that matches their needs.

◆ Core

Students review and discuss major plot points from the Lesson 9 Solo reading.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides discussion sentence starters to help students review and discuss major plot points from the Lesson 9 Solo reading.

Activity 3, Select Text: Volume III, Chapter 2

If students are having difficulty reading and understanding this text, have them preview the images in Chapter 2, pages 130–135, without reading the text. Have a brief discussion about what they notice about the characters' words and actions, along with the expressions on their faces.

Activity 4, Select Text: Volume III, Chapter 3, Pages 136–139

If students are having difficulty reading and understanding this text, have them preview the images in Chapter 3, pages 136–139, without reading the text. Have a brief discussion about what they notice about the characters' words and actions, along with the expressions on their faces.

+Activity 6, Write: Why Destroy the Mate?

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.



Assign students to the level of support that matches their needs.

◆ Core

Students write about why Victor destroys the creature's mate.

■ ● Substantial, ELL (Dev)

This alternate Writing Prompt provides guiding statements, quotes from the text, and sentence starters to help students write about why Victor destroys the creature's mate.

■ Moderate

This alternate Writing Prompt provides guiding statements and sentence starters to help students write about why Victor destroys the creature's mate.

► Light

This alternate Writing Prompt provides sentence starters to help students write about why Victor destroys the creature's mate.

+Activity 9, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read Volume III, Chapter 3, pages 140–147, and answer questions.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and by reducing the length of the passage and the number of questions students will answer about the passage.

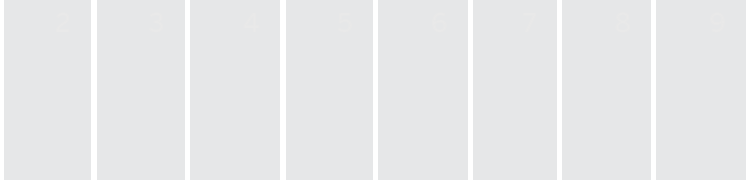


1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



	<h1 style="font-size: 48px; margin: 0;">2</h1> <p style="margin: 0;">PARTNER Review: Solo</p>							
--	---	--	--	--	--	--	--	--

Review: Solo



Students review major plot points from the Lesson 9 Solo reading.

Card 1 Instructional Guide

1. Group Students - *WHOLE CLASS*

Group students into pairs.

2. Activity on Card - *PAIRS*

3. Review Plot Points: Confirm Accurate Understanding - *WHOLE CLASS*

- Why does Victor need to travel to England? (*He can gather some information there that will help him create a mate for his creature.*)
- Who is Victor going to travel with? (*Henry Clerval*)
- What event will take place once the travelers return? (*Victor will marry Elizabeth Lavenza.*)

ELL DEV **MODERATE** **SUBSTANTIAL**

WRITING PROMPT:

Directions

Read the passage. Then discuss the following questions with a partner:

1. Why does Victor need to travel to England?
2. Who is Victor going to travel with?
3. What event will take place once the travelers return?



 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Directions

Read the passage. Then discuss the following questions with a partner:

1. Why does Victor need to travel to England?
2. Who is Victor going to travel with?
3. What event will take place once the travelers return?



3

READING

Select Text: Volume III,
Chapter 2

Select Text: Volume III, Chapter 2



Students read Volume III, Chapter 2, and analyze Victor's mindset as he approaches his task.

Card 1 Instructional Guide

1. Skim Pages 130–133 - *WHOLE CLASS*



When they get to England, Victor focuses on collecting the information he needs to complete his project.



After a while, Victor worries that he has put off his task for too long, so he tells Henry that he needs to be alone for a month or two. He rents a boat and travels alone to a small island off the coast of Scotland.

2. Play Audio - *WHOLE CLASS*

Have students read pages 134–135 while they listen to the recording.

3. Activities on Card - *INDIVIDUAL*

Solutions

1. A. was able
2. Sample Response: Victor doesn't want to make a mate for the creature, but he feels that he has to. He is disgusted by his work, describing it as "horrible" and "filthy." He alternates between avoiding his laboratory and working "day and night in order to complete [his] work." He "looks towards its completion with a tremulous and eager hope" (135) because he wants to get this disturbing task over with.



4

READING

Select Text: Volume III,
Chapter 3, Pages 136–139



Select Text: Volume III, Chapter 3, Pages 136–139



Students read a passage from Volume III, Chapter 3, to identify Victor's decision and reasoning about whether to make a mate for the creature.

Card 1 Instructional Guide

Card 1: Students examine Victor's internal debate about creating a female companion for the creature.

Card 2: Students evaluate Victor's commitment to his decision.

1. Introduce Passage - *WHOLE CLASS*



Similar to your debate in the previous lesson, Victor has an internal debate about whether or not he should make a mate for the creature.

2. Play Audio - *WHOLE CLASS*

Have students read along with the recording of pages 136–139.

3. Activity on Card - *INDIVIDUAL*

4. Discuss Responses - *WHOLE CLASS*

Solutions

2. B. not to finish

3. Victor considers several reasons not to create a female companion for the creature. Students may offer the following based on the text:



- The female creature might turn out to be much more terrible and violent than the first one.
- The creature swore that he would leave society, but the companion has not made that same promise. Maybe she would refuse to go along with him.
- The creature might be disgusted by the ugliness of his companion's form.
- The female creature might be disgusted by her companion and prefer regular human men more.
- The creature might be angered by her rejection and go on a violent rampage again.
- They could have children, which would create an entire race of violent creatures.

Card 2 Instructional Guide

Card 1: Students examine Victor's internal debate about creating a female companion for the creature.

Card 2: Students evaluate Victor's commitment to his decision.

1. Activity on Card - *INDIVIDUAL*

2. Discuss Responses - *WHOLE CLASS*

Solutions

4. Sample Response: You can tell that Victor is totally committed to his decision because he destroys the work he has done, even though he knows the creature is watching him do it. He also says that he "made a solemn vow in my own heart never to resume my labours. (139)"



5

WRITING

OPT: Write: Building a
Bride



OPT: Write: Building a Bride



Students compare a scene from *Bride of Frankenstein* with Victor's fears about building the creature's companion.

Card 1 Instructional Guide

Card 1: Students watch a clip from *Bride of Frankenstein* and compare it with Victor's fears about building the companion.

Card 2: Students develop their own film story concept based on Mary Shelley's text.

1. Introduce Activity - *WHOLE CLASS*

Play this clip from [Bride of Frankenstein](#).

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. B. Victor decides to build a female companion for his original creature.
2. The fear best represented by the film clip is that the female creature might be disgusted by her companion.



Card 2 Instructional Guide

Card 1: Students watch a clip from *Bride of Frankenstein* and compare it with Victor's fears about building the companion.

Card 2: Students develop their own film story concept based on Mary Shelley's text.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Set aside time to have 2 or 3 students read their script ideas. See if the other students can determine which of Victor's fears inspired this script concept, and provide evidence from the text to support their ideas.

WRITING PROMPT:

Directions

Imagine that you have been asked by a film company to produce a new *Bride of Frankenstein* film. As so many great script writers have done, you return to Mary Shelley's original story for inspiration.

3. Choose one of the fears that make Victor reconsider his promise to build a female companion for the creature. Use that fear to create a new story. What would happen if Victor built the female creature and that fear came true? Describe how the story would unfold. Include as many details as possible.



6

WRITING

Write: Why Destroy the Mate?



Write: Why Destroy the Mate?



Using evidence from the text to support their reasoning, students develop an argument about why Victor destroys the creature's mate.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you are surprised that Victor changed his mind about creating a mate for the creature.
- you think that Victor made a logical decision.
- you think that Victor made an emotional decision.

MODERATE

WRITING PROMPT:

3. Explain why you think Victor destroys the mate.

Choose one or two of the these sentence starters to help you get started writing.

- **Victor destroys the mate he is creating because _____ . The author stated that _____ .**
- **Victor is afraid that _____ . In the text, it said, _____ .**
- **When Victor sees the creature in the window, he thinks _____ .**

**● ELL DEV ▲ SUBSTANTIAL**

WRITING PROMPT:

Reread the following quotes:

- “she might become ten thousand times more malignant than her mate, and delight, for its own sake, in murder and wretchedness.” (136)
- “She also might turn with disgust from him to the superior beauty of man; she might quit him, and he be again alone” (136)
- “Had I a right, for my own benefit, to inflict this curse upon everlasting generations?” (137)

Victor works hard to create the mate the creature has demanded. Why do you think he destroys it?

Choose one or two of these sentence starters to help you get started writing.

- **Victor destroys the mate he is creating because _____ . I know this because the author wrote _____ .**
- **Victor is afraid that _____ . I know this because on page __ , it said _____ .**
- **When Victor sees the creature in the window, he thinks _____ .**

▲ LIGHT

WRITING PROMPT:

Go to Volume III, Chapter 3 in the graphic novel.

We know that the creature has demanded a mate, and we know that Victor is afraid of disappointing him. So, why does Victor destroy the mate he was creating right after seeing the creature's face in the window?

Choose one or two of these sentence starters to help you get started writing.

- **Victor destroys the mate because _____.**
- **When Victor sees the creature in the window, _____.**
- **The text says, _____, which shows _____.**



CORE



CHALLENGE

WRITING PROMPT:

Go to Volume III, Chapter 3 in the graphic novel.

Why does Victor destroy the mate he was creating right after seeing the creature's face in the window? Include evidence from the text, and be sure to explain what each piece of evidence shows. (You may also use evidence from the illustrations.)



7

CLASS

Share: Writing



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: *Students who are sharing use this card to read their own writing.*



Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Writing Prompt

Why does Victor destroy the mate he was creating right after seeing the creature's face in the window?



								 INDIVIDUAL Exit Ticket 	
--	--	--	--	--	--	--	--	---	--

Exit Ticket



Students consider what Victor's internal debate reveals about his character.

Card 1 Instructional Guide

Solutions

Part 1: B. Victor thinks about his past error.

Part 2: B. Paragraph 2



Progress indicator: 8 grey boxes, 9th box highlighted. Activity details: 9 INDIVIDUAL Solo. User icon with plus sign.

Solo



Students read and answer questions about Volume III, Chapter 3, pages 140–147.

Card 1 Instructional Guide

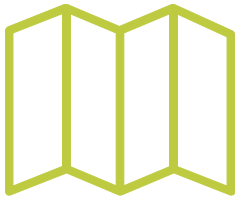
- ELL DEV
- MODERATE
- ▲ LIGHT
- ◆ CORE
- ◆ CHALLENGE
- ▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.





Lesson 12

More “murderous machinations”



Overview

In this lesson, students read about the consequences that follow after Victor destroys the female creature and determine how much sympathy they feel for him. To begin the lesson, students review the encounter between Victor and the creature the night Victor destroys the creature's mate. They write a short response about why the creature, who is clearly angry and is much stronger than Victor, doesn't attack his creator when he has the chance. Then, students read selections from Chapter 4, where Victor beholds the murdered body of Henry, has a nervous breakdown, is jailed, and is eventually released to the care of his father. Students use the sympathy spectrum to reflect on their reactions to this scene. At the end of the class, students respond to a poll about whether they'd be on Team Victor or Team Creature.

Connections to Other Lessons

Just as in Lessons 3 and 8, students use a sympathy spectrum to analyze their responses to the text, but this time they evaluate their level of sympathy for Victor rather than for the creature.

In the Solo that follows this lesson, students read the beginning of Chapter 5, where Victor prepares to wed Elizabeth. They will begin the next lesson by reading the passage that follows this.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Read: The Creature's Response (10 min)

Students read the encounter that follows when the creature returns to the hut where Victor had been working on the creature's mate.



CLASS

3

Discuss: Why Doesn't the Creature Act Now? (10 min)

Students make inferences about what the creature is up to.



INDIVIDUAL

4

Read and Discuss: Victor in Jail (10 min)

Students skim passages from Volume III, Chapters 3 and 4 and read a passage from Volume III, Chapter 4.



READING

5

Select Text: Sympathy for Victor? (15 min)

Students decide how much sympathy they feel for Victor at this point in the story and use evidence from the reading to explain why they feel this way.



READING

6

Wrap-Up (5 min)

Students participate in a poll where they choose sides in the struggle between Victor and his creature.



CLASS



7

Exit Ticket (4 min)

Students identify the differing perspectives of Victor and the grand jury.

INDIVIDUAL

8

Solo (20 min)

Students read and answer questions about Volume III, Chapter 5, pages 156–161.



INDIVIDUAL



Preparation

Read Volume III, Chapters 4 and 5 of *Gris Grimly's Frankenstein*.

Exit Ticket

In Activity 7, students identify the differing perspectives of Victor and the grand jury.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.



WORDS TO USE

- Motives
- Distinguish
- Tranquil
- Accumulation



MATERIALS

Frankenstein excerpts
25 - Volume III, Chapter 3, Pages
140-147

Frankenstein excerpts
26 - Volume III, Chapter 4, Pages
150-155

Frankenstein excerpts
27 - Volume III, Chapter 5, Pages
156-161

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2



Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Discuss: Why Doesn't the Creature Act Now?

If students are having difficulty understanding why the creature didn't attack Victor, have them focus on paragraphs 4–10 (paragraphs in italics or pages 140–142 in graphic novel).

+Activity 5, Select Text: Sympathy for Victor?

Assign students to the level of support that matches their needs.

◆ Core

Students decide how much sympathy they feel for Victor at this point in the story and use evidence from the reading to explain why they feel this way.

■ ● Substantial, ELL (Dev)

This alternate activity provides multiple choice questions to help students analyze whether they feel sympathy or antipathy for Victor at this point in the story.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read Volume III, Chapter 5, pages 156–161, and answer questions.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text, and by reducing the length of the passage and the number of questions students will answer about the passage.



<p>1 VOCABULARY Vocabulary Activities</p>							
--	--	--	--	--	--	--	--

Vocabulary Activities



2

CLASS

Read: The Creature's
Response



Read: The Creature's Response



Students read the encounter that follows when the creature returns to the hut where Victor had been working on the creature's mate.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



In the last lesson, we saw Victor destroy the mate he was creating for the creature and we wrote about why Victor made this decision. Now let's review the creature's reaction.

2. Read Aloud - *WHOLE CLASS*

Read page 139 aloud to students:



"The wretch saw me destroy the creature on whose future existence he depended for happiness and, with a howl of devilish despair and revenge, withdrew. I left the room, and, locking the door, made a solemn vow in my heart never to resume my labours."

Have students turn to page 140. Ask 2 students to read aloud beginning with "In a few minutes" and ending with "wedding-night" at the top of page 142. Have one student read all of Victor's parts (including the narration) and the other student read all of the creature's parts.

WRITING PROMPT:

Directions

Turn to pages 139–142 (Volume III, Chapter 3) in the graphic novel.

- Review the creature's reaction to Victor's decision to destroy his mate.
- What vow does the creature make?



3

INDIVIDUAL

Discuss: Why Doesn't the
Creature Act Now?



Discuss: Why Doesn't the Creature Act Now?



Students make inferences about what the creature is up to.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*
2. Share Responses: Select and Discuss - *WHOLE CLASS*



4

READING

Read and Discuss: Victor in Jail



Read and Discuss: Victor in Jail



Students skim passages from Volume III, Chapters 3 and 4 and read a passage from Volume III, Chapter 4.

Card 1 Instructional Guide

Card 1: Students skim and discuss pages 143–149 in the graphic novel.


Card 2: Students read and discuss pages 150–155 in the graphic novel.

1. Skim Pages 143–149 - *INDIVIDUAL*


Direct students to skim pages 143–149 for 3 minutes to get a sense of the plot before discussing as a class.

2. Discuss - *WHOLE CLASS*


Page 143:

 Remember from your Solo reading that, after the creature leaves, Victor cleans up the mess he made while destroying the female creature.

Pages 144–145:

 Victor takes the remains of the female creature out on a little boat and drops them into the sea. Then he falls asleep. When he wakes up, he is lost at sea, with no land in sight. He feels faint and dehydrated and is sure he's going to die.

Pages 146–147:

 Eventually, he reaches a shore. When he gets off the boat, the people he encounters tell him that a gentleman was found murdered last night, and that he must go talk with the town magistrate.

Pages 148–149:



The magistrate has a number of witnesses come forward who say that the body was found on the shore. Victor is suspected of being the murderer because he was out in his boat last night.

3. Activity on Card - *INDIVIDUAL*

Students respond to the short Writing Prompt on the card.

4. Discuss Responses - *WHOLE CLASS*

Solutions

2. I think the dead person is either a friend of Victor's or another one of his family members. The creature has struck again. I believe the creature is the killer because he has already been responsible for a couple of deaths.

WRITING PROMPT:

Directions

Turn to pages 143–155 in the graphic novel.

1. Skim pages 143–149 for 3 minutes to get a sense of the plot before discussing as a class.
 - What does Victor do with the remains of the female creature?
 - What do the townspeople tell Victor when his boat lands on their shore?
 - How do the townspeople react to Victor's arrival in their town?

Card 2 Instructional Guide

Card 1: Students skim and discuss pages 143–149 in the graphic novel.

Card 2: Students read and discuss pages 150–155 in the graphic novel.

1. Play Audio and Discuss Pages 150–155 - *WHOLE CLASS*

Have students read pages 150–155 while they listen to the recording.

After reading page 150, ask students to discuss what Victor means by his “murderous machinations.” (*He means that he is the one who caused the murders of William, Justine, and now Henry. “Machinations” are schemes, and although he didn’t plan these murders, they did result from his actions.*)



After reading page 151, ask students to explain what Victor means when he says he was “doomed to live.” (*He is so miserable that it is more painful for him to remain alive than to die.*)

After reading page 155, ask students to explain what the prisoner means when he says that Victor “has a bad conscience.” (*He means that Victor blames himself for things that he cannot control.*)

2. Activity on Card - INDIVIDUAL

3. Discuss Responses - WHOLE CLASS

Solutions

2. ?He thinks that his destiny is to find a way to end the creature's attacks.

WRITING PROMPT:

Directions

1. Read and discuss pages 150–155.
 - What does Victor mean by his “murderous machinations”?
 - What does Victor mean when he says he was “doomed to live”?
 - What does the prisoner mean when he says that Victor has “a bad conscience”?



5

READING

Select Text: Sympathy for
Victor?

Select Text: Sympathy for Victor?



Students decide how much sympathy they feel for Victor at this point in the story and use evidence from the reading to explain why they feel this way.

Card 1 Instructional Guide

Card 1: Students evaluate Victor's current situation.

Card 2: Students select a quote that reflects their level of sympathy toward Victor at this moment in text.

Card 3: Students analyze specific words or ideas from a selected quote to explain their feelings toward Victor.

1. Activity on Card - INDIVIDUAL

2. Discuss Responses - WHOLE CLASS



6 CLASS
Wrap-Up



Wrap-Up



Students participate in a poll where they choose sides in the struggle between Victor and his creature.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*
2. Project Poll: Select and Discuss - *WHOLE CLASS*

Ask a few students to share why they chose that particular side.



7 INDIVIDUAL
Exit Ticket 

Exit Ticket



Students identify the differing perspectives of Victor and the grand jury.

Card 1 Instructional Guide

Solutions

1. A. innocent
B. guilty
2. D. Victor knows more about the story than the grand jury.
3. If the jury had been able to witness any of Victor's interactions with the creature, they would share his view that he is responsible for the creature's actions (Henry's murder).



Progress indicator: 7 grey boxes, 8th box highlighted. Box 8 contains: 8 INDIVIDUAL Solo

Solo



Students read and answer questions about Volume III, Chapter 5, pages 156–161.

Card 1 Instructional Guide

● ELL DEV ■ MODERATE ▲ LIGHT ◆ CORE ● CHALLENGE
▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.

● ELL DEV ■ MODERATE ▲ SUBSTANTIAL

WRITING PROMPT:

Read Volume III, Chapter 5, pages 156–161 in the graphic novel and then answer the questions.

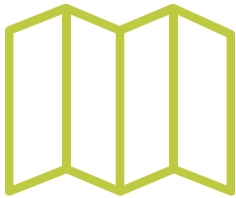
▲ LIGHT ◆ CORE ● CHALLENGE



WRITING PROMPT:

Read Volume III, Chapter 5, pages 156–161 in the graphic novel and then answer the questions.





Lesson 13

A Tale of Two Wretches



Overview

In this lesson, students read about the final two deaths that undo Victor Frankenstein: his new wife's and his father's. After reading Volume III, Chapter 6, students discuss whether they agree with Victor's assertion that "no creature had ever been so miserable as I was" (167). Then students read the beginning of Chapter 7, where Victor vows revenge and begins his arduous pursuit of the creature. Students compare moments from this chapter to various moments earlier in the book to discover how similar Victor has become to his creation at this point in the narrative and start brainstorming central ideas that connect to these characters' experiences. To conclude the lesson, students write about a theme that develops over the course of the book.

Connections to Other Lessons

In Activity 5, students will review selections from Volume II, Chapters 3 and 5, and Volume III, Chapter 3.

In the Solo that follows this lesson, students continue reading about Victor's pursuit, write original captions for some of the images, and answer questions. The reading in the following lesson picks up where the Solo leaves off.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Connect: Pages 162–168 (5 min)

Students read the climactic scene in Volume III, Chapter 6 and make a connection to an earlier moment of dramatic irony.



CLASS

3

Discuss: “No creature had ever been so miserable” (10 min)

Students respond to Victor's assertion that “no creature had ever been so miserable as I was” (167).



READING

4

Connect: Pages 169–173 (5 min)

Students read pages 169–173 and connect the creature's language to Victor's earlier statements.



READING

5

Connect: Victor and the Creature (10 min)

Students use a chart to compare Victor toward the end of the book with the creature at various moments earlier in the book and brainstorm connections to a larger theme.



READING

6

Write: A Theme in “Frankenstein” (12 min)

Students write about a theme that has developed over the course of the text.



WRITING



7

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.

CLASS

8

Exit Ticket (4 min)

Students determine a theme of *Frankenstein* and explain how it has developed over the course of the text.

INDIVIDUAL

9

Solo (20 min)

Students read Volume III, Chapter 7, pages 175–180, and answer questions.

INDIVIDUAL

10

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



EXTRA



Preparation

1. Read Volume III, Chapters 6 and 7 of *Gris Grimly's Frankenstein*.
2. Plan to put students in pairs for part of this lesson.
3. This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 8, students determine a theme of *Frankenstein* and explain how it has developed over the course of the text.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.W.8.9.A

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.



WORDS TO USE

- Detestable
- Confide
- Gratify
- Kindled



MATERIALS

Frankenstein excerpts
28 - Volume III, Chapters 5 and 6,
Pages 162-168

Frankenstein excerpts
29 - Volume III, Chapter 7, Pages
169-173

Frankenstein excerpts
30 - Volume III, Chapter 7, Pages
175-180

Exit Ticket Projection

**CCSS.ELA-Literacy.W.8.1**

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.W.8.3

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

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 2, Connect: Pages 162–168

If students are having difficulty reading and understanding this text, have them begin by previewing the images on pages 162–168, without reading the text. Have a brief discussion about what they notice about what the characters are doing and saying, along with the expressions on their faces.

Activity 4, Connect: Pages 169–173

If students are having difficulty reading and understanding this text, have them preview the images on pages 169–173, without reading the text. Have a brief discussion about what they notice about what the characters are doing and saying, along with the expressions on their faces.

Activity 5, Connect: Victor and the Creature

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

+Activity 6, Write: A Theme in *Frankenstein*

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.



Assign students to the level of support that matches their needs.

◆ Core

Students write about how Victor has changed over the course of the book.

■ ● Substantial, ELL (Dev)

For this alternate Writing Prompt, students begin by sorting character traits into a chart that shows how Victor was at the beginning and end of the book. Students then use sentence starters to write about how Victor has changed over the course of the book.

■ Moderate

This alternate Writing Prompt provides quotes from the text and sentence starters to help students write about how Victor has changed over the course of the book.

► Light

This alternate Writing Prompt provides sentence starters to help students write about how Victor has changed over the course of the book.

+Activity 9, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read Volume III, Chapter 7 and answer questions.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and reducing the number of questions students will answer about the passage.

Activity 10, Challenge Writing

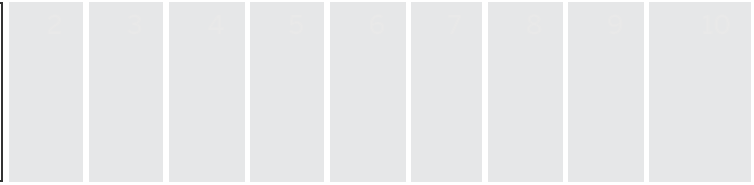
For this extra Writing Prompt, students read passages about Benjamin Franklin and determine if Victor could have learned anything from Franklin. It is designed for additional practice with reading and writing skills from this lesson.



1

VOCABULARY
Vocabulary Activities

V



Vocabulary Activities



2

CLASS

Connect: Pages 162–168



Connect: Pages 162–168



Students read the climactic scene in Volume III, Chapter 6 and make a connection to an earlier moment of dramatic irony.

Card 1 Instructional Guide

Card 1: Students read the climactic scene to understand how the creature gets revenge on Victor.

Card 2: Students review the creature's earlier threat and explain why this threat represents dramatic irony.

1. Read Aloud - *WHOLE CLASS*

Begin reading at page 162.

2. Discuss Passage: Confirm Accurate Understanding - *WHOLE CLASS*

- After reading page 165, ask what Victor means when he says "the whole truth rushed into my mind." (*He realizes that the creature's plan was to attack Elizabeth, not Victor, on his wedding night.*)
- After reading page 168, ask what becomes of Victor after his father's death. (*He is locked in a mental institution for many months. "For they had called me mad and during many months, as I understood, a solitary cell had been my habitation." [168].*)

WRITING PROMPT:

Directions

Turn to pages 162–168 in the graphic novel.

1. Read and discuss pages 162–165.

What does Victor mean on page 165 when he says "the whole truth rushed into my mind"?

2. Read and discuss pages 166–168.





What becomes of Victor after his father's death?

Card 2 Instructional Guide

Card 1: Students read the climactic scene to understand how the creature gets revenge on Victor.

Card 2: Students review the creature's earlier threat and explain why this threat represents dramatic irony.


1. Explain Dramatic Irony - *WHOLE CLASS*

-  Dramatic irony is when the audience knows or understands more than the characters do. Therefore, the words and actions mean something different to the audience than to the characters.
-  When Victor hears, "I will be with you on your wedding-night" and thinks that the creature is threatening to kill him rather than Elizabeth, this is an example of dramatic irony.

2. Activities on Card - *INDIVIDUAL*

3. Discuss Responses: Connect and Explain - *WHOLE CLASS*

Have students click HAND IN before discussing their responses.

-  Who can explain the dramatic irony in this moment? (*Victor thinks the creature is going to kill him, but we, the readers, suspect that he's actually going to kill Elizabeth. On page 141, the creature says, "You believe yourself miserable, but I can make you so wretched that the light of day will be hateful to you." The creature wants to make Victor as miserable as he is, so if he doesn't get to love someone, he will make sure that Victor doesn't get to, either.*)

Solutions

1. A. him
B. Elizabeth
2. I realized that the creature wanted to kill Elizabeth right when he says, "I shall be with you on your wedding-night." It made me feel sorry that Victor was going to lose Elizabeth, but it annoyed me that he was so self-centered that he didn't even understand the creature's point.



3

READING

Discuss: “No creature had ever been so miserable”



Discuss: “No creature had ever been so miserable”



Students respond to Victor's assertion that “no creature had ever been so miserable as I was” (167).

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*
2. Share Responses: Connect and Explain - *WHOLE CLASS*

Solutions

1. B. Elizabeth and Victor's father
2. I don't agree with Victor. The creature is probably way more miserable than Victor, and it's all Victor's fault. At least Victor once had people who loved him, while the creature will never experience that.



4

READING

Connect: Pages 169–173



Connect: Pages 169–173



Students read pages 169–173 and connect the creature's language to Victor's earlier statements.

Card 1 Instructional Guide

1. Read Aloud - *WHOLE CLASS*

Start reading at page 169.

2. Discuss Passage - *WHOLE CLASS*

- After reading page 170, ask what Victor is doing on this page. (*He makes a promise to chase the creature and fight with him until one of them dies.*)
- After reading page 171, ask who calls whom a "wretch." (*The creature calls Victor a wretch. This is interesting because previously Victor has referred to the creature as a wretch.*)

WRITING PROMPT:

Directions

Turn to pages 169–173 in the graphic novel.

- What promise does Victor make on page 170?
- Who calls whom a "wretch" on page 171? How does this compare to when this term has been used previously?



5

READING

Connect: Victor and the
Creature

Connect: Victor and the Creature



Students use a chart to compare Victor toward the end of the book with the creature at various moments earlier in the book and brainstorm connections to a larger theme.

Card 1 Instructional Guide

Card 1: Students compare Grimly's illustrations of Victor and the creature alone in the wilderness.

Card 2: Students compare a quote by Victor and by the creature to understand their similar misery.

Card 3: Students compare a quote by Victor and by the creature to understand their similar attitude toward the other.

Card 4: Students brainstorm ideas about a theme that is developing in these moments in the text.

1. Group Students - *WHOLE CLASS*

Group students into pairs.

2. Activity on Card - *PAIRS*

Solutions

Both Victor and the creature are forced to live outdoors in harsh conditions, without proper food or shelter. They have both been reduced to a bestial state.



Card 2 Instructional Guide

Card 1: Students compare Grimly's illustrations of Victor and the creature alone in the wilderness.

Card 2: Students compare a quote by Victor and by the creature to understand their similar misery.

Card 3: Students compare a quote by Victor and by the creature to understand their similar attitude toward the other.

Card 4: Students brainstorm ideas about a theme that is developing in these moments in the text.

Activity on Card - *PAIRS*

Solutions

Victor considers himself the most “miserable” person on Earth because he has lost everyone he loves, while the creature considers himself one of the loneliest beings on Earth because he will never get to love anyone. Because they are both alone, neither has any hope for the future.

Card 3 Instructional Guide

Card 1: Students compare Grimly's illustrations of Victor and the creature alone in the wilderness.

Card 2: Students compare a quote by Victor and by the creature to understand their similar misery.

Card 3: Students compare a quote by Victor and by the creature to understand their similar attitude toward the other.

Card 4: Students brainstorm ideas about a theme that is developing in these moments in the text.

1. Activity on Card - *PAIRS*

2. Share Responses: Connect and Explain - *WHOLE CLASS*

Have students share their responses for all 3 cards in the activity.

Solutions

Victor wants the creature to feel “agony” and “despair,” while the creature wants Victor to feel “dread” and “misery.” Each blames the other for his downfall and curses his foe with devastating resentment.



Card 4 Instructional Guide

Card 1: Students compare Grimly's illustrations of Victor and the creature alone in the wilderness.


Card 2: Students compare a quote by Victor and by the creature to understand their similar misery.

Card 3: Students compare a quote by Victor and by the creature to understand their similar attitude toward the other.

Card 4: Students brainstorm ideas about a theme that is developing in these moments in the text.


1. Introduce Activity - *WHOLE CLASS*


If students are unfamiliar with the term “theme,” discuss it with the class.


 A theme is a claim, idea, or message that is developed and communicated through a text. It's a general statement about life or human nature.

Examples:

- People often fear the unknown.
- It takes courage to be a true individual.
- Our strongest limitations are those we place on ourselves.

 Themes are almost never explicitly stated in the text. Instead, the reader must infer them by analyzing what happens to the main characters and connecting their experiences to a general topic (such as fear or bravery).

 A work of literature may have more than one theme, and readers may have different interpretations of what theme is being developed. Even expert readers have heated debates about theme!

 In this activity, you've been thinking about how Victor and his creature have changed over the course of the story. Use these observations to start brainstorming themes that may be developing in this text. You will develop an idea that you generate now in the writing activity that follows.

2. Activities on Card - *INDIVIDUAL*

Solutions

1. I think Shelley wants us to notice how similar Victor and his creature have become. Victor rejects the creature throughout the book because he is so disgusted by how different he is, and yet ultimately they end up the same.

2. Fear / Anger / Revenge / Loneliness / Time / Change / Creation and destruction



6

WRITING

Write: A Theme in
"Frankenstein"



Write: A Theme in "Frankenstein"



Students write about a theme that has developed over the course of the text.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you can remember what Victor was like at the beginning of the book, before he created the creature.
- you think the creature had a big influence on Victor.
- you think the loss of his loved ones changed Victor.
- you can think of at least one way in which Victor changed over the course of the book.



The Victor in Volume III, Chapter 7 seems very different from the Victor at the start of the book.



MODERATE

WRITING PROMPT:

3. What message, or theme, do you think that Mary Shelley is trying to communicate?

Choose one or both of these sentence starters to help you get started writing.



- At the beginning of the book, Victor is _____ and _____. At the end of the book, he is _____ and _____.
- Mary Shelley is trying to communicate a message of _____.
- The theme is _____. In the book, Victor changes _____. This can mean _____.

**ELL DEV****SUBSTANTIAL****WRITING PROMPT:**

2. What message, or theme, do you think that Mary Shelley is trying to communicate?

Choose one or both of these sentence starters to help you get started writing.

- At the beginning of the book, Victor is _____ and _____. At the end of the book, he is _____ and _____.
- Mary Shelley is trying to communicate a message of _____.
- The theme is _____. In the book, Victor changes _____. This can mean _____.

**LIGHT****WRITING PROMPT:**

What do you think is the theme Mary Shelley is trying to communicate in this book? Choose two pieces of evidence from the graphic novel (one quote from early in the book and one quote from Volume III, Chapter 7) and explain what they show. You may refer to evidence from images and text, but do not refer only to images.

Choose one or both of these sentence starters to help you get started writing.

- I think Mary Shelley is trying to communicate _____ because _____.
- The theme is _____. In the book, Victor changes _____. This can mean _____.

**CORE****CHALLENGE****WRITING PROMPT:**



What is a central idea about life or human nature that you think Mary Shelley is trying to communicate in *Frankenstein*? Write a statement of a theme in *Frankenstein* and explain how this theme develops over the course of the text.



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:



Original Writing Prompt

What is a central idea about life or human nature that you think Mary Shelley is trying to communicate in *Frankenstein*? Write a statement of a theme in *Frankenstein* and explain how this theme develops over the course of the text.



8 INDIVIDUAL
Exit Ticket 

Exit Ticket



Students determine a theme of *Frankenstein* and explain how it has developed over the course of the text.

Card 1 Instructional Guide

Solutions

1. B. The loss of loved ones leads to a loss of hope.



9 INDIVIDUAL Solo

Solo



Students read Volume III, Chapter 7, pages 175–180, and answer questions.

Card 1 Instructional Guide

ELL DEV **MODERATE** **LIGHT** **CORE** **CHALLENGE**

SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.

ELL DEV **MODERATE** **SUBSTANTIAL**

WRITING PROMPT:

Read Volume III, Chapter 7, pages 175–180 in the graphic novel and follow the directions as you click through the Solo activities.

LIGHT **CORE** **CHALLENGE**



WRITING PROMPT:

Read Volume III, Chapter 7, pages 175–180 in the graphic novel and follow the directions as you click through the Solo activities.



10

EXTRA
Challenge Writing



Challenge Writing



Students independently read a new text and complete one of two challenge prompts.

Card 1 Instructional Guide

1. Read New Text - *INDIVIDUAL*

2. Select Prompt - *WHOLE CLASS*

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: **Informative** prompt in response to one text
- Prompt 2: **Argumentative** prompt synthesizing two texts

3. Activity on Card - *INDIVIDUAL*



On-The-Fly Support

ON TRACK

Students who are referring to focused pieces of evidence and explaining their significance.

Commend students for choosing specific pieces of evidence and explaining their significance.

NEEDS SUPPORT

Students who are answering the question without referring to evidence.

Encourage students to focus on a specific moment that shows who Victor has become. Ask students to explain what this moment shows. Then ask students to explain how this is different from who he used to be.

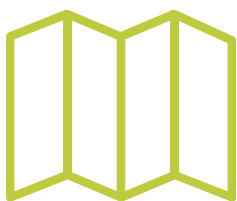
WRITING PROMPT:



Writing Prompt 1 (Informative): What motivated Benjamin Franklin to undertake his scientific experiments, and what were the results? Use evidence from the text to support your response.

Writing Prompt 2 (Argumentative): Open the graphic novel of Frankenstein in the library. Compare the scientific interests and desires of two men—one real (Benjamin Franklin) and one fictional (Victor Frankenstein). Could Frankenstein have learned anything from Franklin and, if so, how might this have changed the course of his life? Use evidence from both texts to support your answer.





Lesson 14

A Final Farewell



Overview

In this lesson, students finish reading the conclusion to *Grig Grimly's Frankenstein*, where Victor offers Walton a dying man's advice and the creature speaks his final words over his creator's body. To begin the lesson, students read Victor's final speech and analyze what he means by his dying words to Walton. Then students read the creature's exchange with Walton and paraphrase excerpts of his speech. To conclude the lesson, students write about one thing that the creature has learned.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Connect Text: Page 188 (10 min)

Students read Victor's final words to Walton and analyze his mind-set at the end of his life.



CLASS

3

Work Out Loud: Pages 189–193 (10 min)

Students read the encounter the creature has with Walton over Victor's body.



PARTNER

4

Use the Text as Referee: Paraphrase (10 min)

Students work in groups to paraphrase part of the creature's final speech.



GROUP

5

Write: What Has the Creature Learned? (12 min)

Students write about what the creature has learned from his experiences among men.



WRITING

6

Share (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



CLASS



7

Exit Ticket (4 min)

Students analyze Victor's final speech to Walton and consider what Victor learned as the story developed.

INDIVIDUAL

8

Solo (15 min)

Students read the Greek myth "Prometheus" and answer questions to reflect on the full title of Shelley's novel: *Frankenstein, or The Modern Prometheus*.



INDIVIDUAL



Preparation

1. Read Volume III, Chapter 7, of *Gris Grimly's Frankenstein*.
2. Plan how you will group students for the paraphrase activity. Students needing more support (Substantial, ELL [Dev], Moderate, Light) should work on Activity 4, Cards 2 and 3. Students needing less support (Core, Challenge) should be assigned to work on Cards 4, 5, and 6.

Exit Ticket

In Activity 7, students analyze Victor's final speech to Walton and consider what Victor learned as the story developed.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.



WORDS TO USE

- Winding
- Excluded
- Exile
- Verge



MATERIALS

Frankenstein excerpts
32 - Volume III, Chapter 7, Page 188

Frankenstein excerpts
33 - Volume III, Chapter 7, Pages 189-193

Heroes, Gods and Monsters of the Greek Myths
17 - Prometheus

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2

**CCSS.ELA-Literacy.W.8.9.A**

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Work Out Loud: Page 189–193

If students are having difficulty reading and understanding this text, have them preview the images on pages 189–193, without reading the text. Have a brief discussion about what they notice about what the creature and Walton do and say, along with the expressions on their faces.

Activity 4, Use the Text as Referee: Paraphrase

Plan how you will group students for this activity. Students needing more support (Substantial, ELL [Dev], Moderate, Light) should work on the first two passages, and students needing less support (Core, Challenge) should work on the last three passages.

+Activity 5, Write: What Has the Creature Learned?

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

Assign students to the level of support that matches their needs.

◆ Core

Students write about what the creature has learned from his experiences among men.



● Substantial, ELL (Dev)

This alternate Writing Prompt provides guiding statements, quotes from the text, and sentence starters to help students write about what the creature has learned from his experiences among men.

■ Moderate

This alternate Writing Prompt provides guiding statements and sentence starters to help students write about what the creature has learned from his experiences among men.

▶ Light

This alternate Writing Prompt provides sentence starters to help students write about what the creature has learned from his experiences among men.

Pentagon Challenge

This alternate Writing Prompt challenges students to also determine if the creature has changed based on his experiences among men.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read "Prometheus," paragraphs 1–18, and answer questions.

● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

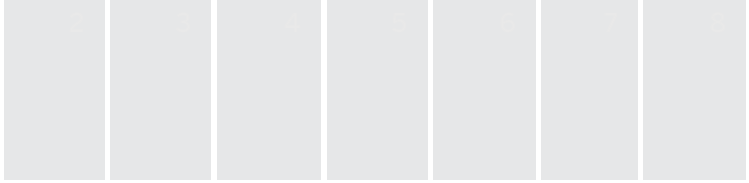


1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2

CLASS

Connect Text: Page 188



Connect Text: Page 188



Students read Victor's final words to Walton and analyze his mind-set at the end of his life.

Card 1 Instructional Guide

Card 1: Students analyze Victor's language and describe how he feels when he looks back on his life's work.

Card 2: Students analyze Victor's language and analyze why he gives Walton a particular piece of advice.

1. Introduce Passage - *WHOLE CLASS*



Walton is the captain of a ship that is sailing to the North Pole. His crew found and rescued Victor after he had an accident and lost the dogs that had been pulling his sled.



Walton is telling the story of his encounter with Victor Frankenstein in a letter to his sister.

2. Activity on Card - *INDIVIDUAL*

3. Share Responses: Connect and Explain - *WHOLE CLASS*

Solutions

1. B. He now realizes that his ambitious project was dangerous and destructive.
2. Regret, remorse, disappointment, shame, guilt, exhaustion, resignation, sadness

Card 2 Instructional Guide

Card 1: Students analyze Victor's language and describe how he feels when he looks back on his life's work.

Card 2: Students analyze Victor's language and analyze why he gives Walton a particular piece of advice.



1. Activity on Card - *INDIVIDUAL*

2. Share Responses: Connect and Explain - *WHOLE CLASS*

Discuss student responses from both Cards 1 and 2.

Solutions

3. B. He used to think that wanting to distinguish himself in science and discoveries was innocent, but now he thinks otherwise.
4. He tells Walton to "avoid ambition" because ambition is what led to his own downfall.



3

PARTNER

Work Out Loud: Pages
189–193

Work Out Loud: Pages 189–193



Students read the encounter the creature has with Walton over Victor's body.

Card 1 Instructional Guide

1. Discuss Page 189 - *WHOLE CLASS*

Narrate what is happening on page 189:



After Victor dies, Walton goes out onto the deck of the ship. He hears something coming from below and rushes back to find the creature cradling the body of Victor Frankenstein. The creature speaks.

2. Listen and Read Along - *WHOLE CLASS*

Have students listen to the audio of pages 189–193 while they read along.

3. Practice for Read Aloud - *PAIRS*

Put students in pairs and have each pair practice reading pages 189–193, one reading as the creature and the other reading as Walton.

Circulate while students practice and select two pairs who are reading with emphasis and fluency to perform.

4. Facilitate Read-Aloud Performance - *WHOLE CLASS*

Have two pairs perform the read aloud.

5. Discuss Passage: Confirm Accurate Understanding - *WHOLE CLASS*

Ask students what the creature says he will do on page 193. (*He will gather materials to build a funeral pyre and will allow himself to be burned to ashes along with Victor's body.*)

WRITING PROMPT:



Directions

Turn to pages 189–193 in the graphic novel.

- Practice reading these passages aloud with a partner. One person reads Walton's lines and one person reads the creature's lines. If there is time, switch roles and practice reading aloud again.
- What does the creature plan to do with Victor's body?



4

GROUP

Use the Text as Referee:
Paraphrase

Use the Text as Referee: Paraphrase



Students work in groups to paraphrase part of the creature's final speech.

Card 1 Instructional Guide

Card 1: Explain the paraphrase activity and assign each group to a specific card to paraphrase.

Cards 2–6: Each group finds its assigned card and paraphrases one piece of the creature's speech.

1. Group Students - *WHOLE CLASS*

- Assign students to groups of 5.
- Each group member should complete one paraphrase. Students needing more support should work on the first 2 passages (Cards 2 and 3), and students needing less support should work on the last 3 passages (Cards 4–6).

2. Share Paraphrases: Collaborate and Refine - *WHOLE CLASS*

Once all groups have completed their paraphrases, go through the cards, having students from different groups read their paraphrases aloud.

WRITING PROMPT:

Your teacher will assign you a group to work with and a passage to paraphrase.

Card 2 Instructional Guide

Card 1: Explain the paraphrase activity and assign each group to a specific card to paraphrase.

Cards 2–6: Each group finds its assigned card and paraphrases one piece of the creature's speech.



Activity on Card - **GROUPS**

Solutions

Oh, Frankenstein! You were so good! What use is it for me to ask you to forgive me? I destroyed you by destroying everything you loved.

Card 3 Instructional Guide

Card 1: Explain the paraphrase activity and assign each group to a specific card to paraphrase.

Cards 2–6: Each group finds its assigned card and paraphrases one piece of the creature's speech.

Activity on Card - **GROUPS**

Solutions

Do you think I didn't feel pain and sorrow? Do you think that I enjoyed hearing Clerval's dying cries? I was made to feel love and compassion, but misery made me feel hatred and wickedness. This change was horrible to go through.

Card 4 Instructional Guide

Card 1: Explain the paraphrase activity and assign each group to a specific card to paraphrase.

Cards 2–6: Each group finds its assigned card and paraphrases one piece of the creature's speech.

Activity on Card - **GROUPS**

Solutions

I felt sorry for Frankenstein, but this made me hate myself. When I discovered that my own creator allowed himself to enjoy the pleasures of life that he denied me, I felt jealousy and anger and a need for revenge.



Card 5 Instructional Guide

Card 1: Explain the paraphrase activity and assign each group to a specific card to paraphrase.

Cards 2–6: Each group finds its assigned card and paraphrases one piece of the creature's speech.

Activity on Card - *GROUPS*

Solutions

Once I foolishly dreamed of meeting people who would overlook my appearance and love me for who I was inside. But wickedness made me lower than an animal. The fallen angel became a devil, but at least the devil had peers. I have no one.

Card 6 Instructional Guide

Card 1: Explain the paraphrase activity and assign each group to a specific card to paraphrase.

Cards 2–6: Each group finds its assigned card and paraphrases one piece of the creature's speech.

1. Activity on Card - *GROUPS*

2. Share Paraphrases: Collaborate and Refine - *WHOLE CLASS*

Once all groups have completed their paraphrases, go through the cards, having students from different groups read their paraphrases aloud.

Solutions

It's true that I'm a monster. I murdered beautiful, innocent, helpless people who never hurt me or anyone else. I chased my creator so that I could make him miserable. Now he's dead. I look at my hands and heart, which made this happen. Don't worry that I'll cause more harm. I am almost finished with what I need to do.



5

WRITING

Write: What Has the
Creature Learned?



Write: What Has the Creature Learned?



Students write about what the creature has learned from his experiences among men.

Card 1 Instructional Guide

Card 1: *Students complete a Warm-Up to make sure they have language with which to start writing.*

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you were surprised by any of the creature's final words.
- you think the creature learned things from watching and interacting with the impoverished family.
- you think the creature learned from the books he read.
- you think the creature learned from watching Victor.
- you think the creature learned from speaking with Victor.
- you think the creature's actions at the end reflect what he has experienced.
- you think the creature's actions at the end disregard what he has experienced.



LIGHT

WRITING PROMPT:



What has the creature learned from his experiences among men?

Choose one or two of these sentence starters to help you get started writing.

- **From my point of view,** _____.
- **I think the creature learned** _____ **because** _____.
- **The text says** _____, **which shows** _____.

 **ELL DEV**  **SUBSTANTIAL**

WRITING PROMPT:

Reread the following quotes from the text.

- “All men hate the wretched. You, my creator, detest and spurn me, thy creature, to whom thou art bound. You purpose to kill me.” (82)
- “If the multitude of mankind knew of my existence, they would do as you do, and arm themselves for my destruction.” (84)
- “What chiefly struck me was the gentle manners of these people; and I longed to join them” (95)
- “As yet I looked upon crime as a distant evil; benevolence and generosity were ever present before me.” (101)

What has the creature learned from his experiences among men?

Choose one or both of these sentence starters to help you get started writing.

- **When the creature first comes to life, he believes** _____. **I know this because the author wrote “_____.”**
- **By the end of the book, the creature believes** _____. **I know this because on page** _ **, it says, “_____.”**

 **MODERATE**

WRITING PROMPT:

3. Explain what the creature has learned from his experiences among men.

Choose one or both of these sentence starters to help you get started writing.



- When the creature first comes to life, he believes _____. The author states that _____.
- By the end of the book, the creature believes _____. In the text, it says, “_____.”



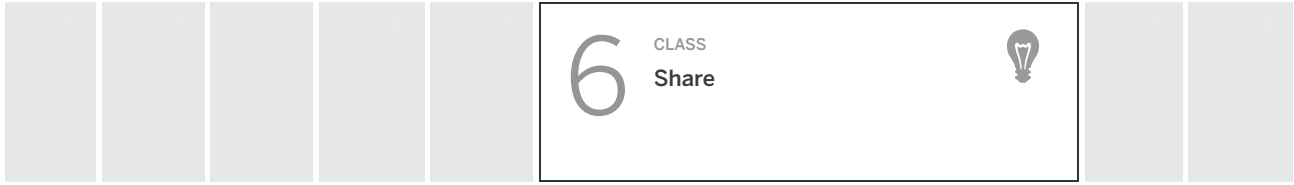
CORE



CHALLENGE

WRITING PROMPT:

What has the creature learned from his experiences among men?



Share



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: *Students who are sharing use this card to read their own writing.*

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Writing Prompt

What has the creature learned from his experiences among men?



7 INDIVIDUAL
Exit Ticket



Exit Ticket



Students analyze Victor's final speech to Walton and consider what Victor learned as the story developed.

Card 1 Instructional Guide



Solutions

"In a fit of enthusiastic madness I created a rational creature, and was bound towards him." (1) – C. Victor has learned that the ideas that so excited him before were actually quite crazy.

"I dare not ask you to do what I think right, for I may still be misled by passion." (2) – B. Victor has learned to consider how emotions may be affecting his decisions.

"Seek happiness in tranquillity, and avoid ambition, even if it be only the apparently innocent one of distinguishing yourself in science and discoveries." (3) – A. Victor has learned that the thirst desire for scientific glory and fame have led him down the wrong path.



							 INDIVIDUAL Solo 
--	--	--	--	--	--	--	--

Solo



Students read the Greek myth “Prometheus” and answer questions to reflect on the full title of Shelley's novel: *Frankenstein, or The Modern Prometheus*.

Card 1 Instructional Guide

 **ELL DEV**
 **MODERATE**
 **LIGHT**
 **CORE**
 **CHALLENGE**

 **SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Highlight and annotate the passage as directed.
3. Answer the questions.

 **ELL DEV**
 **MODERATE**
 **SUBSTANTIAL**

WRITING PROMPT:

Read the story.

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and thought about each place in the text.



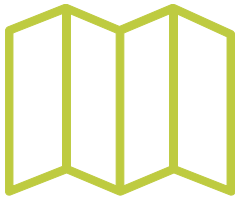
 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Read the story.

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and thought about each place in the text.



Lesson 15

Sympathy Debate



Overview

In this lesson, students synthesize their experiences reading *Gris Grimly's Frankenstein* by debating who better deserves our sympathy: Victor or his creature.

To begin the lesson, students consider all that each character has lost by writing about what a happy ending would have looked like for Victor and for his creature.

Next, students are put in teams of 3 or 4 to prepare for the debate, and each team is assigned a character. Together, each team develops 2 or 3 reasons why its assigned character deserves our sympathy and 2 or 3 reasons the opposing team might use to argue why it does not. Then the team splits up to prepare for the portion of the debate each member is assigned.

During the debates, two teams will go head-to-head through opening arguments, rebuttals, and closing arguments. After each debate, the rest of the class will discuss which team they believe made the stronger case. They evaluate their performance against the rules, roles, and preparations they discussed prior to the debate and consider possible improvements.

To close the lesson, students are polled about whether they agree more with the old man's belief that "the hearts of men are full of brotherly love and charity" (105) or the creature's belief that "fatal prejudice clouds [people's] eyes" (106).

In the Solo, students read a *New York Times* review of the 1931 film *Frankenstein* and answer questions about the differences between the book and film.

Connections to Other Lessons

The poll at the end of the lesson will include quotes from Volume II, Chapter 5, which the students read in Lesson 7.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Discuss: Compare Texts (10 min)Students reflect on the endings of “Prometheus” and *Frankenstein*.

INDIVIDUAL

3

OPT: Read: Connect Text: Why Did He Kill? (10 min)Students view a clip from the film *Frankenstein* and compare the motivations of the creature in the film and the original text.

READING

4

Debate: Preparation (20 min)

Students consider the rules for collegial discussions and define roles for the upcoming debate.



GROUP

5

Debate: Perform and Give Feedback (15 min)

Opposing teams engage in formal debates while their classmates watch and give feedback, then evaluate class performance based on the rules and roles outlined earlier.



GROUP

6

Wrap-Up (5 min)Students review two quotes from *Frankenstein* and decide which best sums up the book's worldview.

CLASS



7

Exit Ticket (4 min)

Students arrange a set of debate arguments into the correct order.

INDIVIDUAL

8

Solo (30 min)Students read a review of the 1931 film of *Frankenstein* and answer questions.

INDIVIDUAL



Preparation

1. Decide how you will put students in teams and which teams will compete head-to-head in the debates.
2. Review the interaction between the creature and the old man in Volume II, Chapter 5, of *Gris Grimly's Frankenstein*.

Exit Ticket

In Activity 7, students arrange a set of debate arguments into the correct order.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.



WORDS TO USE

- Consequences
- Sensations
- Secluded
- Excursion



MATERIALS

Frankenstein excerpts
34 - Frankenstein (1931) A Man-Made Monster in Grand Guignol Film Story

Exit Ticket Projection

**CCSS.ELA-Literacy.SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 4, Debate: Preparation

If students who are reading below grade level already have a strong preference about whether Victor deserves more sympathy or the creature deserves more sympathy, you may allow students to choose their side for the debate as opposed to assigning one to them.

Plan how you will group students for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.



+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read “Frankenstein (1931) A Man-Made Monster in Grand Guignol Film Story,” paragraphs 1–20, and answer questions.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and reducing the number of questions students will answer about the passage.

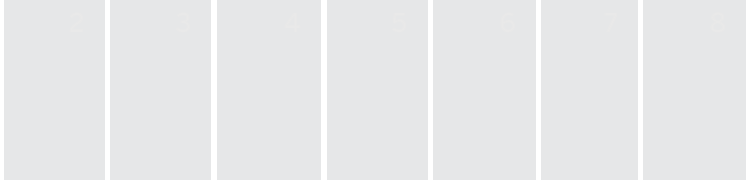


1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2

INDIVIDUAL

Discuss: Compare Texts



Discuss: Compare Texts



Students reflect on the endings of “Prometheus” and *Frankenstein*.

Card 1 Instructional Guide

1. Introduce Comparison - *WHOLE CLASS*

After reading the Prometheus myth in the previous lesson, you may have noticed some similarities and differences between Prometheus and Victor.

2. Activity on Card - *INDIVIDUAL*

3. Share Responses: Connect and Explain - *WHOLE CLASS*

Can you see why Mary Shelley called her book *The Modern Prometheus*?

Solutions

1. Victor:

- B. Tried to unlock the secrets of life and death
- D. Seemed to have a mostly negative impact
- F. Lost his family and friends one by one

Prometheus:

- A. Stole knowledge from the gods and gave it to humans
- C. Seemed to have a mostly positive impact
- F. Chained to a rock and tortured for years



2. Sample Response: I feel sympathy for Prometheus. He was trying to do something good for humans. Zeus only punished him because people loved Prometheus more and Zeus was jealous.

3. Sample Response: I think Mary Shelley wants us to feel sympathy for Victor. She makes him seem really sad and messed up at the end.



3

READING

OPT: Read: Connect Text:
Why Did He Kill?

OPT: Read: Connect Text: Why Did He Kill?



Students view a clip from the film *Frankenstein* and compare the motivations of the creature in the film and the original text.

Card 1 Instructional Guide

Card 1: Students watch the clip from the film *Frankenstein*, in which *Frankenstein's* assistant is sent to obtain a brain for the creature.

Card 2: Students compare the motivations of the creatures in the film and novel versions and evaluate their level of sympathy for each creature.

1. Introduce Activity - *WHOLE CLASS*

Play this clip from the film *Frankenstein*.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. A. a brain
2. Fritz accidentally smashes the jar with the normal brain and instead grabs the jar with the abnormal brain.
3. Sample Responses: The creature acts with violence because he has a criminal's brain; the creature can't control himself; the creature is not able to make proper decisions.



Card 2 Instructional Guide

Card 1: Students watch the clip from the film *Frankenstein*, in which Frankenstein's assistant is sent to obtain a brain for the creature.

Card 2: Students compare the motivations of the creatures in the film and novel versions and evaluate their level of sympathy for each creature.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



The film's creature had challenges that the novel's creature did not. Doesn't the film's creature deserve more sympathy?



The novel's creature could think and feel just like a normal human, yet he was rejected by all people. Doesn't he deserve more sympathy?

Solutions

4. The creature in the film is motivated by his abnormal brain, while the creature in the novel is motivated by the way humans mistreat him.
5. Various responses. Engage students' responses with questions:



4

GROUP

Debate: Preparation



Debate: Preparation



Students consider the rules for collegial discussions and define roles for the upcoming debate.

Card 1 Instructional Guide

Card 1: Teacher organizes debate teams, explains the rules and roles of the debate, and team members brainstorm reasons that support either side.


Card 2: Teams decide who will prepare each section of the debate and define the main idea to present in each section.


Card 3: Students assigned the opening argument develop one reason for their position with evidence and explanation.


Card 4: Students assigned the rebuttal identify possible opposing arguments and develop a counterargument using evidence.

Card 5: Students assigned the closing statement develop one reason for their position with evidence and explanation.

1. Introduce Activity - *WHOLE CLASS*

 A debate is a formal discussion between two or more sides. This is your chance to express your ideas and support them with evidence and reasons from the text.

 In order to make our debate strong and useful, we will follow some basic rules and roles.

 You will work with your debate group to organize your ideas and to create your opening arguments, rebuttals, and closing arguments.

2. Group Students - *WHOLE CLASS*

Break class into an even number of groups of no more than 4 students.

NOTE: All groups will prepare evidence for a debate, although there may not be time for all groups to debate head-to-head.



3. Prepare for Activity - *WHOLE CLASS*

Assign each group a side (Victor deserves more sympathy *or* the creature deserves more sympathy) and an opposing team.

Optional: Give groups chart paper and markers to use during the brainstorming phase.

Card 2 Instructional Guide

Card 1: Teacher organizes debate teams, explains the rules and roles of the debate, and team members brainstorm reasons that support either side.

Card 2: Teams decide who will prepare each section of the debate and define the main idea to present in each section.

Card 3: Students assigned the opening argument develop one reason for their position with evidence and explanation.

Card 4: Students assigned the rebuttal identify possible opposing arguments and develop a counterargument using evidence.

Card 5: Students assigned the closing statement develop one reason for their position with evidence and explanation.

Activities on Card - *GROUPS*

Groups should be clear on what role each member will play and what the thrust of each argument will be. Let students know that the main idea for their opening argument, rebuttals, and closing statement should be different.

Card 3 Instructional Guide

Card 1: Teacher organizes debate teams, explains the rules and roles of the debate, and team members brainstorm reasons that support either side.

Card 2: Teams decide who will prepare each section of the debate and define the main idea to present in each section.

Card 3: Students assigned the opening argument develop one reason for their position with evidence and explanation.

Card 4: Students assigned the rebuttal identify possible opposing arguments and develop a counterargument using evidence.

Card 5: Students assigned the closing statement develop one reason for their position with evidence and explanation.

Activity on Card - *INDIVIDUAL*

Each group member should work individually on the part he or she was assigned (opening argument, rebuttals, or closing argument). Tell students to click NEXT until they find their assigned part.



Card 4 Instructional Guide

Card 1: Teacher organizes debate teams, explains the rules and roles of the debate, and team members brainstorm reasons that support either side.

Card 2: Teams decide who will prepare each section of the debate and define the main idea to present in each section.

Card 3: Students assigned the opening argument develop one reason for their position with evidence and explanation.

Card 4: Students assigned the rebuttal identify possible opposing arguments and develop a counterargument using evidence.

Card 5: Students assigned the closing statement develop one reason for their position with evidence and explanation.

Activity on Card - *INDIVIDUAL*

Each group member should work individually on the part he or she was assigned (opening argument, rebuttals, or closing argument). Tell students to click NEXT until they find their assigned part.

Card 5 Instructional Guide

Card 1: Teacher organizes debate teams, explains the rules and roles of the debate, and team members brainstorm reasons that support either side.

Card 2: Teams decide who will prepare each section of the debate and define the main idea to present in each section.

Card 3: Students assigned the opening argument develop one reason for their position with evidence and explanation.

Card 4: Students assigned the rebuttal identify possible opposing arguments and develop a counterargument using evidence.

Card 5: Students assigned the closing statement develop one reason for their position with evidence and explanation.

Activity on Card - *INDIVIDUAL*

Each group member should work individually on the part he or she was assigned (opening argument, rebuttals, or closing argument). Tell students to click NEXT until they find their assigned part.



5

GROUP

Debate: Perform and Give
Feedback



Debate: Perform and Give Feedback



Opposing teams engage in formal debates while their classmates watch and give feedback, then evaluate class performance based on the rules and roles outlined earlier.

Card 1 Instructional Guide

Card 1: Students discuss the ideas and evidence they found most persuasive during the class debate.

Card 2: Students evaluate the class performance based on the debate rules and roles outlined prior to the debate.

1. Performance - *GROUPS*

Two opposing teams debate at the front of the class while their classmates watch and determine who wins. Have as many teams debate as time allows.

Debate structure:

- Part 1: Each side delivers an opening argument.
- Part 2: Each side presents rebuttals.
- Part 3: Each side delivers a closing argument.

2. Activity on Card - *INDIVIDUAL*

3. Share Responses: Connect and Explain - *WHOLE CLASS*

After each debate, have a few students share which argument they found most persuasive and explain why.



Card 2 Instructional Guide

Card 1: Students discuss the ideas and evidence they found most persuasive during the class debate.

Card 2: Students evaluate the class performance based on the debate rules and roles outlined prior to the debate.

1. Discuss Debate Performance - *WHOLE CLASS*



Before the debate, we prepared and discussed the process and the roles everyone would play.



How do you think we did? What do you think we could improve in the future? What do you think we did well this time?

WRITING PROMPT:

Discuss the following questions:

- How would you evaluate the class performance during the debate?
- What could be improved in following the rules and roles we discussed before the debate?
- What do you think the class did particularly well?



6 CLASS
Wrap-Up



Wrap-Up



Students review two quotes from *Frankenstein* and decide which best sums up the book's worldview.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*
2. Project Poll Results: Connect and Explain - *WHOLE CLASS*

If time allows, display the results of the poll and discuss.



Exit Ticket



Students arrange a set of debate arguments into the correct order.

Card 1 Instructional Guide

Solutions

Opening Argument: We believe that Victor deserves more sympathy than the creature. The creature suffered a lot, but Victor had to witness all of his loved ones killed one by one.

Rebuttal: Some people may argue that the creature suffered more and deserves our sympathy more than Victor. But remember that the creature is a murderer, and he murdered innocent people. We do not have any sympathy for the killer of an innocent young boy.

Closing Statement: In conclusion, Victor deserves sympathy because he saw all his loved ones die. There is another reason that we would like to add in conclusion: Victor really wanted to help humanity and end sickness and death. Even though he failed and caused a lot of suffering, he was trying to do good.



Progress indicator: 7 grey bars, 1 white bar containing the number 8. Text: INDIVIDUAL Solo. Icon: person with plus sign.

Solo



Students read a review of the 1931 film of *Frankenstein* and answer questions.

Card 1 Instructional Guide

● ELL DEV ■ MODERATE ▲ LIGHT ◆ CORE ▲ CHALLENGE

▲ SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Answer the questions.

● ELL DEV ■ MODERATE ▲ SUBSTANTIAL

WRITING PROMPT:

Read the film review.

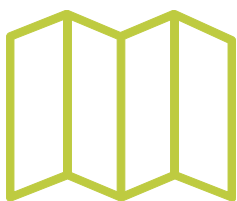
▲ LIGHT ◆ CORE ▲ CHALLENGE

WRITING PROMPT:



Read the film review.





Lesson 16

Flex Day 3



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

- **Vocabulary**
Invite students to warm up in the Vocabulary app just as they would in any other lesson.
- **Grammar Practice**
Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.
- **Fluency: Rate**
Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.
- **Fluency: Expression**
Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.
- **Revision Assignment**
Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.
- **Close Reading and Discussion**
Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with writing or work visually activity.
- **Write: Analyze One Text**
Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.
- **Write: Connect Two Texts**
Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.



- **Work Visually: Key Ideas and Details**

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Craft and Structure**

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Integration of Knowledge and Ideas**

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

- **Solo**

Students should complete the Solo assignment just as they would in any other lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1**2****Grammar Practice**

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



INDIVIDUAL

3**Fluency: Rate** (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



PARTNER

4**Fluency: Expression** (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



PARTNER

5**Revision Assignment** (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



WRITING

6**Close Reading and Discussion** (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.

READING



7

Write: Analyze One Text (15 min)

Students create a new piece of writing analyzing one text.



WRITING

8

Write: Connect Two Texts (15 min)

Students create a new piece of writing connecting two texts.



WRITING

9

Work Visually: Key Ideas and Details (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



READING

10

Work Visually: Craft and Structure (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



READING

11

Work Visually: Integration of Knowledge and Ideas (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



READING

12

Solo (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL



Preparation

1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).



WORDS TO USE

- Teacher-determined



MATERIALS

Grade 8 Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

Frankenstein excerpts
1 - Epigraph

Response to Text Revision
Assignments

Grammar Revision Assignments

Personal Narrative Revision
Assignments

Informational Writing Prompts:
One Text

Informational Writing Prompts:
Two Texts

Literary Writing Prompts: One
Text

Literary Writing Prompts: Two
Texts

Peer Discussion Guidelines



CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.8.1.A**

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



1 VOCABULARY
Vocabulary Activities

V



Vocabulary Activities



2

INDIVIDUAL
Grammar Practice



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

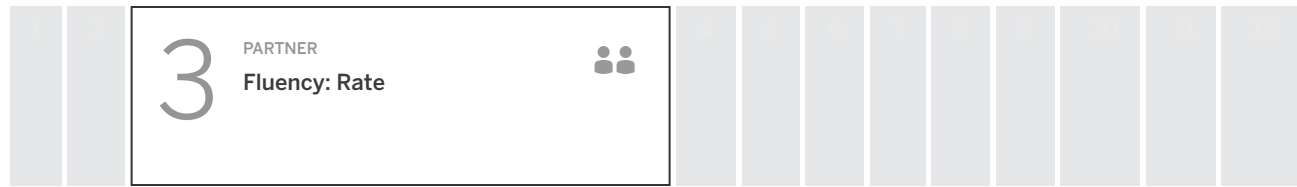
Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.



Fluency: Rate



Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Listen to the audio and follow along in the passage.
2. Highlight words that are new to you.
3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *INDIVIDUAL*

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.



4

PARTNER

Fluency: Expression



Fluency: Expression



Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - *INDIVIDUAL*

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.



2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Decide with your partner who will be Partner A and Partner B.
2. Partner A: Read the passage aloud. Pay close attention to the punctuation.
3. Partner B: Read the passage aloud. Pay close attention to the punctuation.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.
2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.
3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.



Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.



5

WRITING

Revision Assignment



Revision Assignment



Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in Classwork). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:



4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Focus (in Response to Text)

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in Classwork). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.



WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence**. When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
4. In the text, identify two more text details that connect to your idea.

WRITING PROMPT:

5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.



WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine**. When you are done, click HAND IN.

Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Find the sentence that best serves as your claim—the main idea you’re arguing. Copy and paste it into the chart.
3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
5. Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
 [My claim] because [summary of reasons] .



6

READING
Close Reading and
Discussion



Close Reading and Discussion



Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: *Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.*

Card 2: Paired students compare answers and use text to try to convince each other of their answer.

Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - **WHOLE CLASS**

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - **WHOLE CLASS or GROUP**

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.
- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - **INDIVIDUAL**

4. Pair Students - **WHOLE CLASS**

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).



WRITING PROMPT:

Directions

Find and read the passage your teacher assigns.

Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides.

Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher’s posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Discussion Guidelines**Share**

The answer I chose was _____.

Explain

I think my answer is correct because of _____ from the text.

There were a couple of examples from the text that gave me my answer. One example is _____.

I think this is the answer because _____.

Comment

You have an interesting point. What more can you tell me about _____?

I didn't think of it that way. Can you explain _____?

Where in the text did you see _____?

WRITING PROMPT:

Directions

- Explain to your partner why you chose the answer you did.
- Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher's posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

2. Project and Discuss Poll Results (Optional) - *WHOLE CLASS or GROUP*

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



7

WRITING

Write: Analyze One Text



Write: Analyze One Text



Students create a new piece of writing analyzing one text.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text

Literary Writing Prompts

Key Ideas and Details

1. What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text.
2. Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together.

Craft and Structure

3. Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. Support your explanation with key details from the text.
4. Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view.

Integration of Knowledge and Ideas

5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.
6. Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same.

Other

7. Respond to the prompt your teacher provides.



Analyze One Text

Informational Writing Prompts

Key Ideas and Details

1. What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways the writer develops this idea.
2. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Support your idea with evidence from the text.

Craft and Structure

3. Choose what you think is the most important sentence, paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text.
4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

Integration of Knowledge and Ideas

5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? Explain how details in the text support your choice.
6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument.

Other

7. Respond to the prompt your teacher provides.

WRITING PROMPT:

If you are writing about *Frankenstein*, click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.



Write: Connect Two Texts



Students create a new piece of writing connecting two texts.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

1. Write about one way the main character of one text is similar to and different from the main character of the other text.
2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
6. If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

1. With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

2. Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

3. After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.

4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view *Frankenstein*. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.



9

READING

Work Visually: Key Ideas
and Details

Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete this card.

If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Post the main idea response from 2 pairs with different responses.

Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage.

Ask students to share why they voted for a particular choice—they should use the text to explain their support.



WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Highlight 3–5 sentences and phrases that help you understand the passage.
3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - *INDIVIDUAL*

4. Share and Discuss Results - *PAIR (optional)*

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
3. Reread to find another moment that feels related.



4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



10

READING

Work Visually: Craft and
Structure



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *INDIVIDUAL*

4. Compare and Discuss Paraphrases - *PAIRS*

5. Share and Discuss Results - *WHOLE CLASS (optional)*

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

**Directions**

1. Read the passage your teacher assigns.
2. Copy the portion your teacher asks you to paraphrase under “Original Text.”
3. Paraphrase the passage under “Paraphrase 1.”
4. Take turns reading your paraphrases out loud with your partner. Write your partner’s paraphrase under “Paraphrase 2.”
5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner’s.

Card 2: This card provides a structure students can use to analyze an author’s word choices in a passage and the effects these choices create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author’s word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Summarize what the writer is writing about in 1–3 sentences.



3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
4. Review your list of words and write the feelings and ideas that they bring to mind.
5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



11

READING

Work Visually: Integration
of Knowledge and Ideas

Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - *WHOLE CLASS*

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - *WHOLE CLASS (optional)*


Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

Directions

1. Read the texts your teacher assigns.
2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.





12 INDIVIDUAL
Solo 

Solo



Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

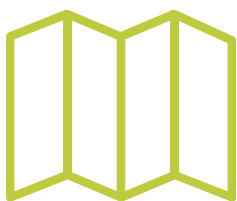
Note on the Amplify Library and the public library:

The Amplify Library is growing, with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
3. Fill in your answers, at right, and hand them in.



Lesson 17

The Modern Prometheus



Overview

Mary Shelley's first and most famous novel is generally referred to as *Frankenstein*. But the complete and lesser-known title of her work is *Frankenstein; or, The Modern Prometheus*.

The title seems to reveal something about the author's intent in telling the story. Certainly, to the audience of Mary Shelley's day, Prometheus would have been as familiar as the latest movie superheroes of our own time.

In Lesson 17, students delve into the Prometheus myth to understand Mary Shelley's choice of title, and by extension, significant themes of the novel.

Students first examine a retelling of the myth to evaluate Prometheus's gift of fire to humanity and its impact in the world. They then turn to *Frankenstein* to see which character is the best candidate for the label the "Modern Prometheus."

Having collected some information and ideas from the cross-text comparison, students write to answer the question, "Why did Mary Shelley name her novel, *The Modern Prometheus*?"

After sharing their writing and ideas, students close by reflecting on other possible character comparisons and the kinds of characters that most remind them of Victor and the creature.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Select Text: Who Was Prometheus? (15 min)

Students read and analyze the Prometheus myth in preparation for the next activity.



READING

3

Compare Texts: Who Is the "Modern Prometheus"? (10 min)

Students compare and contrast the characters in *Frankenstein* with Prometheus.



READING

4

Write: The Modern Prometheus (12 min)

Students write to apply their analysis of the Prometheus myth to the title of the novel, *Frankenstein; or, The Modern Prometheus*.



WRITING

5

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



GROUP

6

Wrap-Up (5 min)

Students consider how characters from *Frankenstein* relate to character types found in other classic and modern works.



GROUP



7

Exit Ticket (4 min)

Students analyze the ways in which the characters of Victor and Prometheus are similar.

INDIVIDUAL

8

Solo (20 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL



Preparation

Review the lesson texts.

Exit Ticket

In Activity 7, students analyze the ways in which the characters of Victor and Prometheus are similar.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.W.8.9.A

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.



MATERIALS

Frankenstein excerpts
4 - Volume I, Chapter 1, Pages
20-23

Frankenstein excerpts
19 - Volume II, Chapter 6, Page
114

Heroes, Gods and Monsters of
the Greek Myths
17 - Prometheus

Exit Ticket Projection



Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

Activity 3, Compare Texts: Who Is the "Modern Prometheus"?

You may choose to have students work in pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

+Activity 4, Write: The Modern Prometheus

Assign students to the level of support that matches their needs.

◆ Core

Students write to apply their analysis of the Prometheus myth to the title of the novel, *Frankenstein; or, The Modern Prometheus*.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Writing Prompt provides sentence starters to help students write to apply their analysis of the Prometheus myth to the title of the novel, *Frankenstein; or, The Modern Prometheus*.

<p>1 VOCABULARY Vocabulary Activities V</p>							
---	--	--	--	--	--	--	--

Vocabulary Activities



2

READING

Select Text: Who Was
Prometheus?



Select Text: Who Was Prometheus?



Students read and analyze the Prometheus myth in preparation for the next activity.

Card 1 Instructional Guide

Card 1: Students summarize the arguments made by Prometheus and Zeus.

Card 2: Students analyze the outcomes of Prometheus's decision to give fire to human beings.

1. Introduce Activity - *WHOLE CLASS*



Mary Shelley's first novel is widely known as *Frankenstein*, but the full title is actually *Frankenstein; or, The Modern Prometheus*.



The Prometheus story comes from Greek mythology. Mary Shelley's readers probably knew the figures of Greek mythology like today's audiences know about superheroes and other famous film characters. Her readers probably understood exactly what she meant in using this title, but for us it will take some investigation. Let's examine the myth to gather some clues about how this title relates to the characters or the plot of the novel.

2. Play Audio - *WHOLE CLASS*

3. Activity on Card - *INDIVIDUAL*

4. Discuss Responses - *WHOLE CLASS*

Solutions

1. A. give fire to / B. keep fire from



2. Prometheus is saying that Zeus is keeping human beings in really poor condition. They are ignorant and live like animals. They should be given fire; that would improve their situation a lot.

Zeus is saying that humans are not ignorant—they are innocent. If they had fire it would create a whole lot of problems that Prometheus hasn't even thought about.

3. I think Prometheus makes the stronger argument. He just wants to help people, and he knows that fire will make their lives better. If Zeus really loved people, he would give them as many benefits as he could.

Card 2 Instructional Guide

Card 1: Students summarize the arguments made by Prometheus and Zeus.

Card 2: Students analyze the outcomes of Prometheus's decision to give fire to human beings.

1. Introduce Activity - WHOLE CLASS

2. Activity on Card - INDIVIDUAL

3. Discuss Responses - WHOLE CLASS

Solutions

4. Humans built buildings and cities. They learned how to cook their food. They created vehicles to travel in.
5. Humans created weapons to use in battle. Prometheus was punished by being chained to a rock and having his liver eaten by vultures for a really long time.



3

READING

Compare Texts: Who Is the
"Modern Prometheus"?



Compare Texts: Who Is the "Modern Prometheus"?



Students compare and contrast the characters in *Frankenstein* with Prometheus.

Card 1 Instructional Guide

Card 1: Students consider Prometheus's motivation in gifting fire to human beings.

Card 2: Students consider Victor's motivation in pursuing his scientific inquiries.

Card 3: Students consider the creature's motivation in committing murder and compare and contrast the characters' motivations for their actions.

1. Introduce Activity - *WHOLE CLASS*



You may already have some ideas about why Mary Shelley chose the title *Frankenstein; or, The Modern Prometheus* for her novel. But we need to dig deeper. Let's zoom in on the two most important characters in the novel and compare and contrast them with Prometheus to see if we can get a better idea about the reasons for the title.



We will look at two factors: the actions and the motivations of each of the characters. What did they do? Why did they do it?

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. I think he wants to give fire to human beings in order to make their lives better, and also to rebel against the rules of the gods.



Card 2 Instructional Guide

Card 1: Students consider Prometheus's motivation in gifting fire to human beings.

Card 2: Students consider Victor's motivation in pursuing his scientific inquiries.

Card 3: Students consider the creature's motivation in committing murder and compare and contrast the characters' motivations for their actions.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

Solutions

2. Victor wants the “glory [that] would attend the discovery, if [he] could banish disease from the human frame, and render man invulnerable to any but a violent death” (6). He also wants recognition that would be similar to the scholars he has been reading about. “The raising of ghosts or devils was a promise liberally accorded by my favourite authors, the fulfilment of which I most eagerly sought” (7).

WRITING PROMPT:

Directions

Reread Volume I, page 22 in *Gris Grimly's Frankenstein*. Then answer the question below.

Card 3 Instructional Guide

Card 1: Students consider Prometheus's motivation in gifting fire to human beings.

Card 2: Students consider Victor's motivation in pursuing his scientific inquiries.

Card 3: Students consider the creature's motivation in committing murder and compare and contrast the characters' motivations for their actions.

1. Introduce Activity - *WHOLE CLASS*

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*



Is Victor like Prometheus? If so, in what ways?



Is the creature like Prometheus? If so, in what ways?

Solutions

3. He kills the people that Victor loves in order to get revenge on Victor for not paying any attention to him; The creature is angry because Victor didn't think about his well-being when Victor created him.

4. Invite students to explain their answer.

WRITING PROMPT:

Directions

Read Volume II, pages 109–114 of *Gris Grimly's Frankenstein*. Then answer the questions.



4

WRITING

Write: The Modern
Prometheus

Write: The Modern Prometheus



Students write to apply their analysis of the Prometheus myth to the title of the novel, *Frankenstein; or, The Modern Prometheus*.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you see similar themes and ideas shared between the Prometheus myth and *Frankenstein*.
- you think one of the *Frankenstein* characters best resembles Prometheus.
- you think Mary Shelley's choice of title gives us clues about the book's meaning.

**ELL DEV****MODERATE****SUBSTANTIAL**

WRITING PROMPT:

Why do you think Mary Shelley subtitled her story *The Modern Prometheus*?

Choose one or two of these sentence starters to help you get started writing.

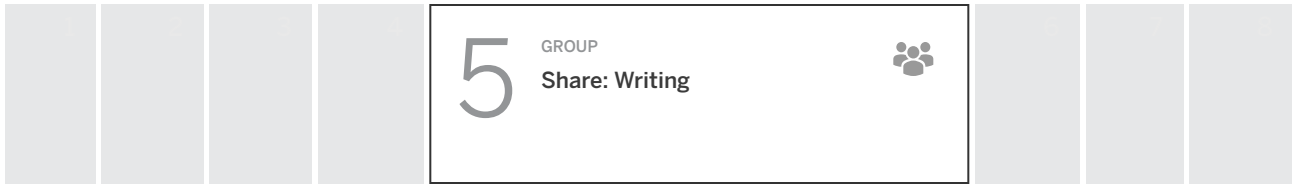
- **I think Mary Shelley subtitled her story *The Modern Prometheus* because _____.**
- ***Frankenstein* and the Prometheus myth are similar because _____.**
- **(Victor/The creature) is similar to Prometheus because _____.**



 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Why do you think Mary Shelley subtitled her story *The Modern Prometheus*?



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: *Students who are sharing use this card to find their own writing.*

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Original Writing Prompt

Why do you think Mary Shelley subtitled her story *The Modern Prometheus*?



6 GROUP
Wrap-Up




Wrap-Up




Students consider how characters from *Frankenstein* relate to character types found in other classic and modern works.

Card 1 Instructional Guide


1. Introduce Activity - *WHOLE CLASS*

 In the beginning of the lesson, I mentioned that Mary Shelley's readers probably knew about Prometheus like today's audiences know about some of your favorite film characters. She chose Prometheus because he had traits that reminded her of Victor.

 Can you think of any characters from another myth, a book, or a film that resemble Victor or the creature?

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

 What traits do those characters have that remind you of Victor or the creature?

Solutions

The creature:

The Beast in *Beauty and the Beast*

Wolverine in *The X-Men*

The Grinch in *How the Grinch Stole Christmas*

King Kong

Victor:



Dr. Jekyll in *Dr. Jekyll and Mr. Hyde*
Dr. Henry Wu in *Jurassic Park*
Dr. Finklestein in *The Nightmare Before Christmas*
Lex Luthor in *Superman*



7 INDIVIDUAL
Exit Ticket



Exit Ticket





Students analyze the ways in which the characters of Victor and Prometheus are similar.

Card 1 Instructional Guide

Solutions

1. B. Both characters take forbidden knowledge and try to change the world with it.



								 INDIVIDUAL Solo 
--	--	--	--	--	--	--	--	--

Solo



Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing, with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

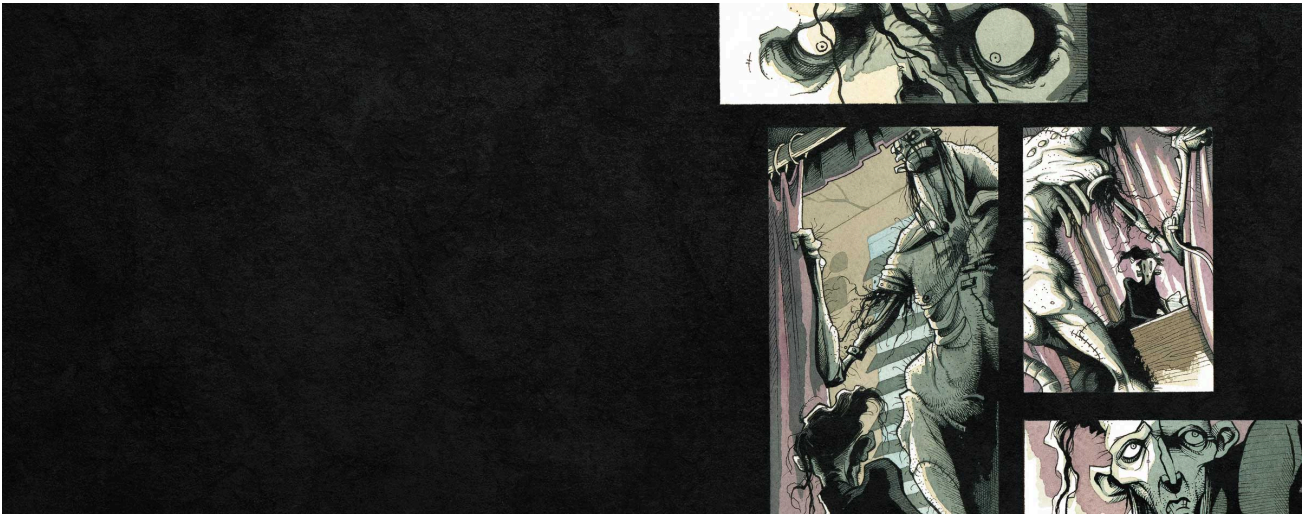
1. Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for this lesson
- Amplify Library
- Your local library

2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.

3. Fill in your answers, at right, and hand them in.

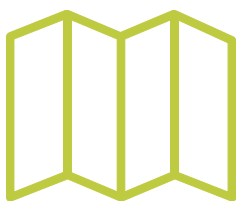




Sub-unit 2

Write an Essay





Lesson 1

Make an Outline



Overview

This is the first of five lessons in which students brainstorm, draft, and revise a three-paragraph argumentative essay in response to the prompt: Is Frankenstein's creature human?

In this lesson, students begin the essay writing process by brainstorming ideas and choosing evidence that they can develop over three lessons.

First, students write about the creature's humanity without referring to specific passages in the text in order to explore impressions that they formed while reading. Students share their responses with the class, and you record their responses on a T-chart that students can refer to over the next few lessons.

Next, students review 13 quotations spanning all three volumes of the book and determine whether each quotation could be used as evidence for or against the creature's humanity. After reviewing these moments, students engage in another writing activity to help them decide which side they ultimately want to argue. Then, students outline what they will argue in each paragraph—one reason for their position: yes or no in paragraph 1, a second reason for their position in paragraph 2, and their rebuttal to a possible counterargument in paragraph 3—and what textual evidence they will use in each paragraph (2–3 quotes per paragraph). Students copy and paste evidence from earlier in the lesson (or from anywhere in the graphic novel) and write 1–2 sentences about why they chose it.

Connections to Other Lessons:

Students will develop this essay over five lessons, and will refer to the outline they make in this lesson in Lessons 2, 3, and 4. You may want to post the T-chart that you make in this lesson's first sharing activity throughout all five lessons.

Note that although the quote evaluation activity is meant to help students find rich evidence without having to flip through the book, students will be required in the following lessons to revisit the context for any quotes they choose to analyze. Students can also return to the book to find other pieces of evidence at any point during Lessons 2–4.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Discuss: The Creature's Nature (10 min)

To recall the impressions they formed while reading, students explore their thoughts about the creature's humanity without referring to specific passages in the text.



WRITING

3

Present: Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



CLASS

4

Select Text: Evidence and Outline (30 min)

Students consider possible evidence, decide what they ultimately want to argue, and develop an outline for their essays.



CLASS

5

Solo (20 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL



Preparation

1. Review the 13 quotes provided during the fourth activity. You may want to locate these passages in the graphic novel to recall the context for each quote.
2. Review Lessons 2–4 so that you can answer any questions about how students will use the work they generate in this lesson.
3. Please review the essay rubric found in the Materials section so you are aware of the skills that will be emphasized through the essay writing process of this unit. After students finish writing their essays, you will use this rubric to assess each essay.
4. Have chart paper on hand.
5. Print the Essay Graphic Organizer PDF and the Science & Science Fiction Essay Sentence Starters PDF for students who would benefit from these supports.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

Other Standards Addressed in This Lesson

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.



WORDS TO USE

- Insurmountable
- Inquisitive
- Unremitting
- Propagated



MATERIALS

Grade 8 Essay Rubric

Frankenstein excerpts
1 - Epigraph

Yes and No Tchart Sample
Responses

Essay Graphic Organizer

Essay Sentence Starters

**CCSS.ELA-LITERACY.RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Science & Science Fiction Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELL students or students who are writing below grade level.

Activity 4, Select Text: Choose Evidence and Make Outline

If students are reading and/or writing below grade level, you may choose to have them work in pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are below grade level should be paired with students on or above grade level.

If students are overwhelmed by the amount of quotes provided, direct them to focus on the first 3 and the last 3 quotations.



1

VOCABULARY
Vocabulary Activities

V

Vocabulary Activities



2

WRITING

Discuss: The Creature's
Nature




Discuss: The Creature's Nature



To recall the impressions they formed while reading, students explore their thoughts about the creature's humanity without referring to specific passages in the text.

Card 1 Instructional Guide

1. Introduce Essay - *WHOLE CLASS*

-  Over the next few lessons, you will write a 3-paragraph argumentative essay responding to this prompt: Is Frankenstein's creature human?
-  Readers have answered this question in all sorts of ways. Some readers feel that the creature has feelings and reactions that are only shared by humans. Other readers say that the creature cannot be human, since it was created unnaturally.
-  Think back on everything the creature does and says and, also, on how other human beings act toward and think about the creature. What are your thoughts about the creature's humanity?

2. Activity on Card - *INDIVIDUAL*

Students should note down their specific impressions and observations that both suggest and refute the creature's humanity. They do not need to include specific quotations from the text at this point in the process.

3. Share and Post Responses - *WHOLE CLASS*

Create a T-chart (preferably one you can keep posted for all 5 lessons) with the headings "Yes" and "No."



Ask a few students to share 1–2 sentences from their responses. As they share, capture their main ideas on the T-chart under the appropriate headings.



Click on the image for a sample T-chart.

Teacher Only	
Yes	No
<ul style="list-style-type: none">• He has feelings• He can talk• He is kind• He craves loving relationships	<ul style="list-style-type: none">• He was created unnaturally• He acts like a monster• He needs a companion of his own species• He isn't accepted in human society

4. Transition to Next Activity - *WHOLE CLASS*

-  You will argue "yes" or "no" in your first paragraph and develop one reason using evidence for your position; then you will develop a second reason using evidence for your position in your second paragraph; in your third paragraph, you will outline one counterargument to your position and then rebut that counterargument.
-  Today, you are brainstorming arguments, looking at different pieces of evidence, and making an outline of your position, reasons, and evidence for your essay.



3

CLASS

Present: Essay Prompt and
Calendar

Present: Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Introduce Essay Prompt - *WHOLE CLASS*

Read the Essay Prompt aloud.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays. This essay structure does not follow the essay structure of other sub-units. Instead, the structure has been chosen to allow students to work with the unique aspects of this text and to practice key skills.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.



4

CLASS

Select Text: Evidence and
Outline



Select Text: Evidence and Outline



Students consider possible evidence, decide what they ultimately want to argue, and develop an outline for their essays.

Card 1 Instructional Guide

Card 1: Students review a range of quotes to determine the position they will argue regarding whether the creature is human.

Card 2: Students roughly draft the major reason for supporting their position to prepare to develop their argument.

Card 3: Students outline and analyze the evidence they will use to develop reason #1 for their position.

Card 4: Students outline and analyze the evidence they will use to develop reason #2 for their position.

Card 5: Students identify a counterargument and outline and analyze the evidence they will use to rebut it.

1. Introduce Activity - *WHOLE CLASS*

Have students read each quote and decide whether or not it could be used as evidence that the creature is human. Students can work on this activity individually or in pairs.

If students need more context to understand a quotation, encourage them to look in the graphic novel or, for the 1818 edition text, to navigate back to the previous sub-unit, Lesson 6 Solo.

Note that students will have the option to use any of these quotes as evidence when they outline and develop their essays, or they may find their own quotes in the graphic novel.



Review each of the quotations and determine whether or not you feel that the evidence shows the creature was human.

2. Activity on Card - *INDIVIDUAL/PAIRS*

3. Review Responses - *WHOLE CLASS*



Overall, did you decide that the evidence showed that the creature is human? Or that it lacked humanity?



What do you think is the most convincing reason you can provide to try to convince someone of your position?

Card 2 Instructional Guide

Card 1: Students review a range of quotes to determine the position they will argue regarding whether the creature is human.

Card 2: Students roughly draft the major reason for supporting their position to prepare to develop their argument.

Card 3: Students outline and analyze the evidence they will use to develop reason #1 for their position.

Card 4: Students outline and analyze the evidence they will use to develop reason #2 for their position.

Card 5: Students identify a counterargument and outline and analyze the evidence they will use to rebut it.

1. Activity on Card - *INDIVIDUAL*

2. Transition to Card 3 - *WHOLE CLASS*



When you write your essay, you will develop two reasons for your position as to whether or not Frankenstein's creature is human, then present and address a counterargument: one reason someone might take the opposing position.



Next, you will outline your essay.

Card 3 Instructional Guide

Card 1: Students review a range of quotes to determine the position they will argue regarding whether the creature is human.

Card 2: Students roughly draft the major reason for supporting their position to prepare to develop their argument.

Card 3: Students outline and analyze the evidence they will use to develop reason #1 for their position.

Card 4: Students outline and analyze the evidence they will use to develop reason #2 for their position.

Card 5: Students identify a counterargument and outline and analyze the evidence they will use to rebut it.

Activity on Card - *INDIVIDUAL*

If students aren't sure which way they want to argue in their first paragraph, you might recommend that they argue the side where they can identify two distinct reasons to support (e.g., "The creature needs the same concrete things that humans need" and "The creature's strongest wish is for companionship and love"), since they will need to develop two reasons for their position.



Card 4 Instructional Guide

Card 1: Students review a range of quotes to determine the position they will argue regarding whether the creature is human.

Card 2: Students roughly draft the major reason for supporting their position to prepare to develop their argument.

Card 3: Students outline and analyze the evidence they will use to develop reason #1 for their position.

Card 4: Students outline and analyze the evidence they will use to develop reason #2 for their position.

Card 5: Students identify a counterargument and outline and analyze the evidence they will use to rebut it.

Activity on Card - *INDIVIDUAL*

Remind students that they found evidence for one reason that supports their position (e.g., "The creature is human because it can reason about its actions"). Now, they should identify evidence that supports a different reason for their position (e.g., "The creature is human because other humans, not prejudiced by its appearance, recognize it as human"). They should be using different evidence than they did earlier.

Card 5 Instructional Guide

Card 1: Students review a range of quotes to determine the position they will argue regarding whether the creature is human.

Card 2: Students roughly draft the major reason for supporting their position to prepare to develop their argument.

Card 3: Students outline and analyze the evidence they will use to develop reason #1 for their position.


Card 4: Students outline and analyze the evidence they will use to develop reason #2 for their position.

Card 5: Students identify a counterargument and outline and analyze the evidence they will use to rebut it.

Activity on Card - *INDIVIDUAL*

Remind students that if they argued "yes" in paragraph 1 and 2, they need to present one reason someone might argue "no" in paragraph 3 (and vice versa), and then explain why the evidence for their position is stronger.



				5 INDIVIDUAL Solo 
--	--	--	--	---

Solo



Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

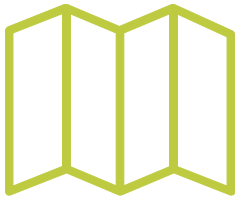
The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

1. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
3. Fill in your answers, at right, and hand them in.





Lesson 2

Draft Paragraph 1



Overview

In this lesson, students draft the first paragraph of their essay, in which they argue that the creature is or is not human. To begin, students review the outline that they made at the end of the previous lesson. The evidence that they chose for paragraph 1 and the notes they made about why they chose that evidence will guide them as they construct this paragraph.

First, students draft a claim for the beginning of their paragraph. This statement declares what they will argue in this paragraph and summarizes the reason they will develop in this paragraph. (For example: The creature can be considered human because Victor Frankenstein designed him that way.)

Then, students review the first piece of evidence from their chart, highlight the most important words and phrases in the quotation, and write a sentence that weaves in small pieces of evidence and establishes the context for this evidence. (For example: When Victor planned his creation, he aspired to “give life to an animal as complex and wonderful as man,” so he “began the creation of a human being” [36].)

Next, students elaborate on the significance of their evidence by analyzing the language and drawing conclusions about its meaning. (For example: Victor wanted to create a “complex” being that could think, feel, and accomplish all of the “wonderful” things that a human can do. Although he used unusual methods and disgusting materials, his intention was to create an actual human being.)

Students continue this process for each piece of evidence they included in their chart (2–3 quotes per paragraph). Students may choose to add or change their evidence as they are working on this paragraph.

Once they have finished analyzing all of their evidence, students draft a closing sentence where they wrap up the argument they’ve made in this paragraph. (For example: No matter how others view him, and no matter how much Victor regrets his creation, the creature is undoubtedly as intelligent and independent as a natural-born person.)

Note: Because students will have different amounts of evidence to analyze in this paragraph (2–3 quotes per paragraph), you may want to encourage students to progress through the steps in this lesson at their own pace.

NOTE: Amplify uses the term “claim” consistently in all essay assignments rather than alternating between “claim,” “thesis statement,” and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.

Connections to Other Lessons:

In this lesson, students will develop a paragraph using the ideas they brainstormed in Essay Lesson 1. They will return to this paragraph in Essay Lesson 5, when they edit their essays.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



CLASS

3

Review: Outline (5 min)

Students review the evidence they gathered for paragraph 1 before they draft a claim.



CLASS

4

Write: Draft a Claim (5 min)

Students draft a claim that summarizes the reason for their argument they will develop throughout paragraph 1.



WRITING

5

Write: Focus and Contextualize Evidence 1 (10 min)

Students isolate the most important words in their first piece of textual evidence and summarize the context for the quote.



WRITING

6

Write: Analyze Evidence 1 (10 min)

Students write 2–3 sentences to explain the significance of their first piece of evidence.



WRITING



7

Write: Focus and Contextualize Evidence 2 (10 min)

Students isolate the most important words in their second piece of textual evidence and summarize the context for the quote.



8

Write: Analyze Evidence 2 (10 min)

Students write 2–3 sentences to explain the significance of their second piece of evidence.



9

OPT: Focus and Contextualize Evidence 3 (10 min)

Students who have identified a third piece of evidence isolate the most important words and summarize the context for the quote.



10

OPT: Analyze Evidence 3 (10 min)

Students who have included a third piece of evidence write 2–3 sentences to explain the significance of their evidence.



11

Write: Closing Sentence (5 min)

Students write a sentence that wraps up the ideas presented in paragraph 1.



12

Solo (20 min)

Students have time for independent reading. Let them know that this activity is not optional.





Preparation

1. Read the sample essay paragraph in the Activity 4 Instructional Guide.
2. Print the Essay Graphic Organizer PDF and the Science & Science Fiction Essay Sentence Starters PDF for students who would benefit from these supports.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.1.A

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1.D

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



WORDS TO USE

- Calamity
- Lament
- Assurances
- Languishing



UNPLUGGED?

This is one of a group of digital lessons in which students are drafting a polished essay in clear stages. Therefore, if students do not have access to the digital lesson as they begin the essay, or will not have access during portions of the essay lessons, it is best to have them complete their writing for all lessons in print, rather than the digital writing space provided in the lesson.

However, as with other writing assignments, your students will need to copy their final essay into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

**CCSS.ELA-Literacy.W.8.10**

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 discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Science & Science Fiction Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELL students or students who are writing below grade level.

Activity 4, Write: Draft a Claim

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 5, Write: Focus and Contextualize Evidence 1

Students may feel overwhelmed at the amount of writing prompts in this lesson. Explain that Activities 7 and 8 ask them to do the same thing they do for Activities 5 and 6 (but with a different piece of evidence), and that Activities 9 and 10 are optional.

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 6, Write: Analyze Evidence 1

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 7, Write: Focus and Contextualize Evidence 2

Use the over-the-shoulder conference guides to support students' individual needs.

**MATERIALS**

Frankenstein excerpts
1 - Epigraph

Essay Graphic Organizer

Essay Sentence Starters



Activity 8, Write: Analyze Evidence 2

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 9, OPT: Focus and Contextualize Evidence 3 and Activity 10, OPT: Analyze Evidence 3

If you want to challenge your class to identify and explain more evidence to support their claim, direct them to complete these activities in which they choose a third piece of evidence to analyze and explain.

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 11, Write: Closing Sentence

Use the over-the-shoulder conference guides to support students' individual needs.



1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2

CLASS

OPT: Review Essay Prompt
and Calendar

OPT: Review Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Review Essay Prompt - *WHOLE CLASS*

Read the Essay Prompt aloud to remind students of the overall claim they must support or refute.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays. This essay structure does not follow the essay structure of other sub-units.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.



NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



3

CLASS

Review: Outline



Review: Outline





Students review the evidence they gathered for paragraph 1 before they draft a claim.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*

2. Share Outlines - *WHOLE CLASS*

Ask 1–2 students to share with the class:

-  Which side are you arguing in your first paragraph?
-  What evidence are you going to use to support your argument?

WRITING PROMPT:

Directions

1. Go to My Work to see your outline in the **Select Text: Choose Evidence and Make Outline** activity from Lesson 1.
2. Click NEXT to get to your paragraph 1 outline.
3. Review the evidence that you selected for paragraph 1 of your essay.



4

WRITING

Write: Draft a Claim



Write: Draft a Claim



Students draft a claim that summarizes the reason for their argument they will develop throughout paragraph 1.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



A good claim will clearly state which way you're arguing, will summarize the reasoning behind this argument, and will relate to all the evidence you want to include in this paragraph.



Look at the 2–3 quotes you chose in your outline of paragraph 1. How can you summarize the argument you're going to make in this paragraph?

2. Activity on Card - *INDIVIDUAL*

As you support students to complete activity, note 2–3 students with well-worded claims with distinct positions and reasons to share their claim drafts.

NOTE: Amplify uses the term “claim” consistently in all essay assignments rather than alternating between “claim,” “thesis statement,” and other such terms. Whether students are writing argumentative, expository, or analytic essays, the claim is the statement (usually presented at the end of the introductory paragraph) where the writer articulates the controlling idea he or she will develop throughout the essay.


3. Share Responses - *WHOLE CLASS*

Have the 2–3 students you selected write their claims on the board, noting the distinct positions and reasons each student outlines in the claim.

 On-The-Fly Support


ON TRACK

Students who are writing and briefly explaining a claim that clearly states whether or not the creature is human.

 Your claim that the creature can be considered human, despite some definite differences from other humans, because Victor Frankenstein designed him that way is very clear. It shows me exactly what you will be arguing in your essay.


NEEDS SUPPORT

Students who are writing a claim that is logical but is not related to all of their evidence for this paragraph.

 Your claim states that the creature can be considered human, but the evidence you have chosen shows all the differences between the creature and humans. This is confusing. Go back and find evidence that clearly shows WHY the creature should be considered human, even though he may be different. You can use the chart in Activity 4 from Lesson 1 if you need some ideas.

NEEDS SUPPORT

Students who are having difficulty writing a claim that includes a reason.

 Writing a clear claim can be challenging. You stated that the creature is human, but why do you think that? When I look at the evidence on your outline, I see two quotes with the creature speaking to Victor about his loneliness. What idea does that give you? That reason will be part of your claim: The creature should/should not be considered human because...

If students need more support, direct them to go back and review what they wrote in Activity 4 in Lesson 1.

Solutions

Sample paragraph for your reference:

The creature can be considered human because Victor Frankenstein designed him that way. When Victor planned his creation, he aspired to “give life to an animal as complex and wonderful as man,” so he “began the creation of a human being” (36). Victor wanted to create a “complex” being that could think, feel, and accomplish all of the “wonderful” things that a human can do. Although he used unusual methods and disgusting materials, his intention was to create an actual human being. Later, when Victor reflects on this decision, he laments that “In a fit of enthusiastic madness” he “created a rational creature” (188). By making the creature rational, Victor successfully made the creature as complex as a human being. Even though the creature's ability to think for himself would



eventually become the thing that Victor finds most horrifying about him, it's the thing that most clearly makes him human. No matter how others view him, and no matter how much Victor regrets his creation, the creature is undoubtedly as intelligent and independent as a natural-born person.

WRITING PROMPT:

Directions

Draft a claim for paragraph 1 by stating which side you're arguing and summarizing the reason you will develop to support your argument in this paragraph. For example: "The creature can be considered human because..." or "The creature is not a human because..."



5

WRITING

Write: Focus and
Contextualize Evidence 1



Write: Focus and Contextualize Evidence 1



Students isolate the most important words in their first piece of textual evidence and summarize the context for the quote.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*


-  *Frankenstein* is a long book, and you're going to have quotes from lots of different places in your essay. Help your reader stay with you by always reminding them which part of the story your quote came from.
-  You can also help your reader stay with you by not including quotes that are super long. Select just the most important parts of your quotes to use as evidence.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support

ON TRACK

Students who are focusing on short quotes and providing context for their quotes.

-  You do a fantastic job choosing specific words to quote and describing what you notice about those words right here in this sentence: "When Victor first sees his creation, he calls him inhuman names like 'wretch,' 'monster,' and 'diabolical corpse,' and describes the unnatural appearance of the creature's eyes saying, 'if eyes they may be called' (Grimly 44–45)."

NEEDS SUPPORT

Students who are using big blocks of evidence.

Ask students to start by underlining the words that jumped out at them when they chose that quote.



NEEDS SUPPORT

Students who are having a hard time establishing context for their quote.

Have them reread the pages leading up to their quote and summarize what's happening in one sentence. Then have students think about where they can add short pieces of evidence to that sentence.

Solutions

Sample Paragraph for your reference:

The creature can be considered human because Victor Frankenstein designed him that way. **When Victor planned his creation, he aspired to “give life to an animal as complex and wonderful as man,” so he “began the creation of a human being” (36).** Victor wanted to create a “complex” being that could think, feel, and accomplish all of the “wonderful” things that a human can do. Although he used unusual methods and disgusting materials, his intention was to create an actual human being. Later, when Victor reflects on this decision, he laments that “In a fit of enthusiastic madness” he “created a rational creature” (188). By making the creature rational, Victor successfully made the creature as complex as a human being. Even though the creature's ability to think for himself would eventually become the thing that Victor finds most horrifying about him, it's the thing that most clearly makes him human. No matter how others view him, and no matter how much Victor regrets his creation, the creature is undoubtedly as intelligent and independent as a natural-born person.

WRITING PROMPT:

Directions

1. Copy and paste the first piece of evidence from your outline to the writing box, below your claim.
2. Underline the most important words and phrases in your evidence.
3. Open up your graphic novel. Skim the pages leading up to your first piece of evidence so that you remember what was happening at this point in the story.
4. Write a sentence that reminds your reader what was happening at that point in the story. Weave in the words and phrases you underlined from your evidence. Make sure you have quotation marks around these words and phrases (for example: When Victor..., he said, "...").
5. Delete any parts that you copied from your outline but that you aren't going to use in your paragraph.



6

WRITING

Write: Analyze Evidence 1



Write: Analyze Evidence 1



Students write 2–3 sentences to explain the significance of their first piece of evidence.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Evidence doesn't speak for itself. Analyze your evidence by explaining to your reader what the specific words in your quote show about whatever you're arguing.

2. Activity on Card - *INDIVIDUAL*



On-The-Fly Support

ON TRACK

Students who are interpreting and explaining their evidence.



You do a great job explaining how the words Victor uses to describe the creature, “wretch,” “monster,” and “diabolical corpse” show that even Victor does not think the creature is human and that these words show the creature is more of a monster than a human.

NEEDS SUPPORT

Students who are unsure about how to elaborate on the meaning of their evidence.



You quoted that the creature requests that Victor create a companion “of the same species” with “the same defects.” Why do these words support your claim that “Even the creature knows that it is not human.” Write 2 sentences to explain how those short quotes you chose show the creature recognizes it is not human. That will be your explanation of how this evidence supports your claim.



Solutions

Sample paragraph for your reference:

The creature can be considered human because Victor Frankenstein designed him that way. When Victor planned his creation, he aspired to “give life to an animal as complex and wonderful as man,” so he “began the creation of a human being” (36). **Victor wanted to create a “complex” being that could think, feel, and accomplish all of the “wonderful” things that a human can do. Although he used unusual methods and disgusting materials, his intention was to create an actual human being.** Later, when Victor reflects on this decision, he laments that “In a fit of enthusiastic madness” he “created a rational creature” (188). By making the creature rational, Victor successfully made the creature as complex as a human being. Even though the creature's ability to think for himself would eventually become the thing that Victor finds most horrifying about him, it's the thing that most clearly makes him human. No matter how others view him, and no matter how much Victor regrets his creation, the creature is undoubtedly as intelligent and independent as a natural-born person.

WRITING PROMPT:

Directions

Write 2–3 sentences to explain what your evidence proves. Connect the specific words in your quote to the idea you presented in your claim.



7

WRITING

Write: Focus and
Contextualize Evidence 2

Write: Focus and Contextualize Evidence 2



Students isolate the most important words in their second piece of textual evidence and summarize the context for the quote.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



People will be more convinced of your reasoning if you include more than one piece of evidence.

2. Activity on Card - *INDIVIDUAL*



On-The-Fly Support

ON TRACK

Students who are focusing on short quotes and providing context for their quotes.



You do a fantastic job choosing specific words to quote and describing what you notice about those words right here in this sentence—“When Victor first sees his creation, he calls him inhuman names like 'wretch,' 'monster,' and 'diabolical corpse,' and describes the unnatural appearance of the creature's eyes saying, 'if eyes they may be called' (Grimly 44-45).”

NEEDS SUPPORT

Students who are using big blocks of evidence.

Ask students to start by underlining the words that jumped out at them when they chose that quote.

NEEDS SUPPORT

Students who are having a hard time establishing context for their quote.



Have them reread the pages leading up to their quote and summarize what's happening in one sentence. Then, have students think about where they can add short pieces of evidence to that sentence.

Solutions

Sample paragraph for your reference:

The creature can be considered human because Victor Frankenstein designed him that way. When Victor planned his creation, he aspired to “give life to an animal as complex and wonderful as man,” so he “began the creation of a human being” (36). Victor wanted to create a “complex” being that could think, feel, and accomplish all of the “wonderful” things that a human can do. Although he used unusual methods and disgusting materials, his intention was to create an actual human being. **Later, when Victor reflects on this decision, he laments that “In a fit of enthusiastic madness” he “created a rational creature” (188).** By making the creature rational, Victor successfully made the creature as complex as a human being. Even though the creature's ability to think for himself would eventually become the thing that Victor finds most horrifying about him, it's the thing that most clearly makes him human. No matter how others view him, and no matter how much Victor regrets his creation, the creature is undoubtedly as intelligent and independent as a natural-born person.

WRITING PROMPT:

Directions

1. Copy and paste the second piece of evidence from your outline to the writing box, below your paragraph.
2. Underline the most important words and phrases in your evidence.
3. Open up your graphic novel. Skim the pages leading up to your second piece of evidence so that you remember what was happening at this point in the story.
4. Write a sentence that reminds your reader what was happening at that point in the story. Weave in the words and phrases you underlined from your evidence. Make sure you have quotation marks around these words and phrases. You may want to begin this sentence with a transition word (for example: Later, when Victor..., he said, “...”).
5. Delete any parts that you copied from your outline but that you aren't going to use in your paragraph.



8

WRITING

Write: Analyze Evidence 2



Write: Analyze Evidence 2



Students write 2–3 sentences to explain the significance of their second piece of evidence.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Analyze your evidence by explaining to your reader what the specific words in your quote show about whatever you're arguing.

2. Activity on Card - *INDIVIDUAL*

3. Facilitate Choice of Activity

If you want to challenge your class to identify and explain more evidence to support their claim, then go to Activity 9, OPT: Focus and Contextualize Evidence 3 and Activity 10, OPT: Analyze Evidence 3, where students choose a third piece of evidence to analyze and explain. Otherwise, direct students to move to Activity 11, Write: Closing Sentence, where students will complete their draft of paragraph 1.

On-The-Fly Support

ON TRACK

Students who are interpreting and explaining their evidence.



You do a great job explaining how the words Victor uses to describe the creature, “wretch,” “monster,” and “diabolical corpse” show that even Victor does not think the creature is human and that these words show the creature is more of a monster than a human.

NEEDS SUPPORT

Students who are unsure about how to elaborate on the meaning of their evidence.



You quoted that the creature requests that Victor create a companion “of the same species” with “the same defects.” Why do these words support your claim that “Even the creature knows that it is not human.” Write 2 sentences to explain how those short quotes you chose show the creature recognizes it is not human. That will be your explanation of how this evidence supports your claim.

Solutions

Sample Paragraph for your reference:

The creature can be considered human because Victor Frankenstein designed him that way. When Victor planned his creation, he aspired to “give life to an animal as complex and wonderful as man,” so he “began the creation of a human being” (36). Victor wanted to create a “complex” being that could think, feel, and accomplish all of the “wonderful” things that a human can do. Although he used unusual methods and disgusting materials, his intention was to create an actual human being. Later, when Victor reflects on this decision, he laments that “In a fit of enthusiastic madness” he “created a rational creature” (188). **By making the creature rational, Victor successfully made the creature as complex as a human being. Even though the creature's ability to think for himself would eventually become the thing that Victor finds most horrifying about him, it's the thing that most clearly makes him human.** No matter how others view him, and no matter how much Victor regrets his creation, the creature is undoubtedly as intelligent and independent as a natural-born person.

WRITING PROMPT:

Write 2–3 sentences that explain what your evidence proves. Connect the specific words in your quote to the idea you presented in your claim.



9

WRITING

OPT: Focus and
Contextualize Evidence 3

OPT: Focus and Contextualize Evidence 3



Students who have identified a third piece of evidence isolate the most important words and summarize the context for the quote.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

- Perhaps you identified a third piece of evidence to make your reasoning even more convincing.
- You can also help your reader stay with you by not including quotes that are super long. Select just the most important parts of your quotes to use as evidence.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support

ON TRACK

Students who are focusing on short quotes and providing context for their quotes.

- You do a fantastic job choosing specific words to quote and describing what you notice about those words right here in this sentence—“When Victor first sees his creation, he calls him inhuman names like 'wretch,' 'monster,' and 'diabolical corpse,' and describes the unnatural appearance of the creature's eyes saying, 'if eyes they may be called' (Grimly 44-45).”

NEEDS SUPPORT

Students who using big blocks of evidence.

Ask students to start by underlining the words that jumped out at them when they chose that quote.

NEEDS SUPPORT



Students who are having a hard time establishing context for their quote.

Have them reread the pages leading up to their quote and summarize what's happening in one sentence. Then, have students think about where they can add short pieces of evidence to that sentence.

Solutions

Sample paragraph for your reference:

The creature can be considered human because Victor Frankenstein designed him that way. When Victor planned his creation, he aspired to “give life to an animal as complex and wonderful as man,” so he “began the creation of a human being” (36). Victor wanted to create a “complex” being that could think, feel, and accomplish all of the “wonderful” things that a human can do. Although he used unusual methods and disgusting materials, his intention was to create an actual human being. **Later, when Victor reflects on this decision, he laments that “In a fit of enthusiastic madness” he “created a rational creature” (188).** By making the creature rational, Victor successfully made the creature as complex as a human being. Even though the creature's ability to think for himself would eventually become the thing that Victor finds most horrifying about him, it's the thing that most clearly makes him human. No matter how others view him, and no matter how much Victor regrets his creation, the creature is undoubtedly as intelligent and independent as a natural-born person.

WRITING PROMPT:

Directions

1. Copy and paste the third piece of evidence from your outline to the writing box, below your paragraph.
2. Underline the most important words and phrases in your evidence.
3. Open up your graphic novel. Skim the pages leading up to your third piece of evidence so that you remember what was happening at this point in the story.
4. Write a sentence that reminds your reader what was happening at that point in the story. Weave in the words and phrases you underlined from your evidence. Make sure you have quotation marks around these words and phrases (for example: When Victor..., he said, “...”).
5. Delete any parts that you copied from your outline but that you aren't going to use in your paragraph.



10

WRITING

OPT: Analyze Evidence 3




OPT: Analyze Evidence 3



Students who have included a third piece of evidence write 2–3 sentences to explain the significance of their evidence.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*


 Analyze your evidence by explaining to your reader what the specific words in your quote show about whatever you're arguing.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support


ON TRACK

Students who are interpreting and explaining their evidence.

 You do a great job explaining how the words Victor uses to describe the creature, “wretch,” “monster,” and “diabolical corpse” show that even Victor does not think the creature is human and that these words show the creature is more of a monster than a human.

NEEDS SUPPORT

Students who are not sure about how to elaborate on the meaning of their evidence.

 You quoted that the creature requests that Victor create a companion “of the same species” with “the same defects.” Why do these words support your claim that “Even the creature knows that it is not human.” Write 2 sentences to explain how those short quotes you chose show the creature recognizes it is not human. That will be your explanation of how this evidence supports your claim.



Solutions

Sample paragraph for your reference:

The creature can be considered human because Victor Frankenstein designed him that way. When Victor planned his creation, he aspired to “give life to an animal as complex and wonderful as man,” so he “began the creation of a human being” (36). Victor wanted to create a “complex” being that could think, feel, and accomplish all of the “wonderful” things that a human can do. Although he used unusual methods and disgusting materials, his intention was to create an actual human being. Later, when Victor reflects on this decision, he laments that “In a fit of enthusiastic madness” he “created a rational creature” (188). **By making the creature rational, Victor successfully made the creature as complex as a human being. Even though the creature's ability to think for himself would eventually become the thing that Victor finds most horrifying about him, it's the thing that most clearly makes him human.** No matter how others view him, and no matter how much Victor regrets his creation, the creature is undoubtedly as intelligent and independent as a natural-born person.

WRITING PROMPT:

Directions

Write 2–3 sentences that explain what your evidence proves. Connect the specific words in your quote to the idea you presented in your claim.



11

WRITING

Write: Closing Sentence



Write: Closing Sentence



Students write a sentence that wraps up the ideas presented in paragraph 1.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



It's time to wrap up your paragraph. A good closing sentence will reiterate the idea from the claim without sounding repetitive.

2. Activity on Card - *INDIVIDUAL*



On-The-Fly Support

ON TRACK

Students who are reiterating the reason from the claim that takes into account what they presented.



You reminded me of your reason the creature's language shows it does not consider itself human, but you also add the extra detail that the creature is "repulsed" by its lack of a human form. This extra detail ties up the things you discussed in this paragraph!

NEEDS SUPPORT

Students who are repeating words and phrases from the claim.



You do a great job restating that the creature should not be considered human, but you say it the exact same way as your claim. You need to find a new way to state this same idea. Let's look at how we can paraphrase your claim statement so we keep the same ideas, but don't repeat the exact same words.

Have them brainstorm other ways of communicating these ideas.



Solutions


Sample paragraph for your reference:


The creature can be considered human because Victor Frankenstein designed him that way. When Victor planned his creation, he aspired to “give life to an animal as complex and wonderful as man,” so he “began the creation of a human being” (36). Victor wanted to create a “complex” being that could think, feel, and accomplish all of the “wonderful” things that a human can do. Although he used unusual methods and disgusting materials, his intention was to create an actual human being. Later, when Victor reflects on this decision, he laments that “In a fit of enthusiastic madness” he “created a rational creature” (188). By making the creature rational, Victor successfully made the creature as complex as a human being. Even though the creature's ability to think for himself would eventually become the thing that Victor finds most horrifying about him, it's the thing that most clearly makes him human. **No matter how others view him, and no matter how much Victor regrets his creation, the creature is undoubtedly as intelligent and independent as a natural-born person.**

WRITING PROMPT:

Directions

1. If you did not see all the writing you have completed for this paragraph, go back to the last activity you worked in and make sure you clicked "HAND IN."
2. Write a final sentence for this paragraph where you summarize the argument you have made. Reiterate the idea from your claim, but don't repeat the same words.



12 INDIVIDUAL
Solo 

Solo



Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

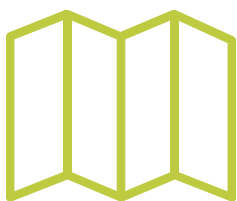
WRITING PROMPT:

Directions

1. If you did not yet complete Activities 4–8 and 11 in this lesson, do so now. Be sure to click HAND IN.
2. If you completed Activity 11, go back to it, reread your paragraph, and fix any errors you find. Be sure to click UPDATE.
3. Select something to read. If you're not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library



4. Read for 20 minutes or more. Keep track of the time beyond that, if you like.
5. Fill in your answers, at right, and hand them in.



Lesson 3

Draft Paragraph 2



Overview

In this lesson, students draft the second paragraph of their essay, where they continue their argument from the first paragraph by developing a second reason for why or why not the creature should be viewed as human. To begin, students review their outline. The evidence that they chose for paragraph 2 and the notes they made about why they chose that evidence will guide them as they construct this paragraph.

First, students draft a claim for the beginning of their paragraph. This statement declares what they will argue in this paragraph and summarizes reason they will develop in the paragraph. This claim will agree with the claim from one of the first two paragraphs, but it should support it with a new reason (E.g., *The creature is ultimately human because he thinks, feels, and errs just like a human.*)

Then students review the first piece of evidence from their chart, highlight the most important words and phrases in the quotation, and write a sentence that weaves in small pieces of evidence and establishes the context for this evidence. (E.g., *When the creature first speaks with Victor, he defends his character as “benevolent” and declares that his “soul glowed with love and humanity” [83].*)

Next, students elaborate on the significance of their evidence by analyzing the language and drawing conclusions about its meaning. (E.g., *The creature says that when he first developed consciousness, he displayed kindness, compassion, and the moral characteristics of a humane person. If the difference between man and beasts is some sort of moral compass, then the creature is every bit as human as any natural-born man.*)

Students continue this process for each piece of evidence they included in their chart (2–3 quotes per paragraph). Students may choose to add or change their evidence as they are working on this paragraph.

Once they have finished analyzing all of their evidence, students draft a closing sentence where they wrap up the argument they’ve made in this paragraph. (E.g., *In the end, the creature’s aspirations and limitations make him as human as Frankenstein, Walton, or any other character in the book.*)

Note: Because students will have different amounts of evidence to analyze in this paragraph (2–3 quotes per paragraph), you may want to encourage students to progress through the steps in this lesson at their own pace.

Connections to Other Lessons

In this lesson, students will develop a paragraph using the ideas they brainstormed in Essay Lesson 1. They will return to this paragraph in Essay Lesson 5, when they edit their essays.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



CLASS

3

Review: Outline (5 min)

Students review the evidence they gathered for paragraph 2 before they draft a claim.



CLASS

4

Write: Draft a Claim (5 min)

Students draft a claim that summarizes the second reason for their argument they will develop throughout paragraph 2.



WRITING

5

Write: Focus and Contextualize Evidence 1 (10 min)

Students isolate the most important words in their first piece of textual evidence and summarize the context for the quote.



WRITING

6

Write: Analyze Evidence 1 (10 min)

Students write 2–3 sentences to explain the significance of their first piece of evidence.



WRITING



7

Write: Focus and Contextualize Evidence 2 (10 min)

Students isolate the most important words in their second piece of textual evidence and summarize the context for the quote.



8

Write: Analyze Evidence 2 (10 min)

Students write 2–3 sentences to explain the significance of their second piece of evidence.



9

OPT: Focus Evidence 3 (10 min)

Students isolate the most important words in their third piece of textual evidence and summarize the context for the quote.



10

OPT: Analyze Evidence 3 (10 min)

Students write 2–3 sentences to explain the significance of their third piece of evidence.



11

Write: Closing Sentence (5 min)

Students write a sentence that wraps up the ideas presented in paragraph 2.



12

Solo (20 min)

Students have time for independent reading. Let them know that this activity is not optional.





Preparation

1. Read the sample essay paragraph in the Activity 4 Instructional Guide.
2. Print the Essay Graphic Organizer PDF and the Science & Science Fiction Essay Sentence Starters PDF for students who would benefit from these supports.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.



WORDS TO USE

- Assertion
- Deranged
- Accumulated
- Imperious



MATERIALS

Frankenstein excerpts
1 - Epigraph

Essay Graphic Organizer

Essay Sentence Starters



An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Science & Science Fiction Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 4, Write: Draft a Claim

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 5, Write: Focus and Contextualize Evidence 1

Students may feel overwhelmed at the amount of writing prompts in this lesson. Explain that Activities 7 and 8 ask them to do the same thing they do for Activities 5 and 6 (but with a different piece of evidence), and that Activities 9 and 10 are optional.

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 6, Write: Analyze Evidence 1

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 7, Write: Focus and Contextualize Evidence 2

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 8, Write: Analyze Evidence 2

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 9, OPT: Focus and Contextualize Evidence 3 and Activity 10, OPT: Analyze Evidence 3

If you want to challenge your class to identify and explain more evidence to support their claim, direct them to complete these activities where they choose a third piece of evidence to analyze and explain.

Use the over-the-shoulder conference guides to support students' individual needs.



Activity 11, Write: Closing Sentence

Use the over-the-shoulder conference guides to support students' individual needs.



1

VOCABULARY

Vocabulary Activities

V



Vocabulary Activities



2

CLASS

OPT: Review Essay Prompt
and Calendar

OPT: Review Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Introduce Essay Prompt - *WHOLE CLASS*

Read the Essay Prompt aloud.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays. This essay structure does not follow the essay structure of other sub-units. Instead, the structure has been chosen to allow students to work with the unique aspects of this text and practice key skills.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.



NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



3

CLASS

Review: Outline



Review: Outline




Students review the evidence they gathered for paragraph 2 before they draft a claim.


Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*

2. Share Reasoning - *WHOLE CLASS*

Ask 1–2 students to share the reason they will use to argue their position in paragraph 2.

 In this paragraph, you will support your position with a second reason. For example, if you argued in paragraph 1 that the monster was human because he could think rationally, now you will develop a second reason that you think the creature is human.

 What evidence are you going to use to develop this reason for your argument?

WRITING PROMPT:

Directions

1. Go to My Work to see your outline in the **Select Text: Choose Evidence and Make Outline** activity from Lesson 1. Click NEXT to get to your paragraph 2 outline.
2. Review the evidence that you selected for paragraph 2 of your essay.



4

WRITING

Write: Draft a Claim



Write: Draft a Claim



Students draft a claim that summarizes the second reason for their argument they will develop throughout paragraph 2.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

- A good claim will clearly state which way you're arguing and will summarize the reasoning behind this argument.
- Look at the 2–3 quotes you chose in your outline of paragraph 2. How can you summarize the argument you're going to make in this paragraph?

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support

ON TRACK

Students writing a claim that clearly states whether the creature is human and briefly explains why.

- Your claim that the creature should not be considered human because he asks Victor to create another creature of his "own species" which shows he doesn't considered himself human is very clear. It shows me exactly what you will be arguing in your essay.

NEEDS SUPPORT

Students writing a claim that is logical but is not related to all of their evidence for this paragraph.

- Your claim states that the creature should not be considered human, but the evidence you have chosen shows all the ways that he is similar to humans. This is confusing. Go back and find evidence that clearly shows WHY the creature should not be considered human, even though he may be similar to humans. You can use the chart in Activity 4 from Lesson 1 if you need some ideas.

NEEDS SUPPORT



Students struggling to write a claim that includes a reason.



Writing a clear claim can be challenging. You stated that the creature is human, but why do you think that? When I look at the evidence on your outline, I see two quotes with the creature speaking to Victor about his loneliness. What idea does that give you? That reason will be part of your claim.- The creature should/ should not be considered human because...

If students need more support, direct them to go back and review what the student wrote in Activity 4 in Lesson 1.

Solutions

Sample paragraph for your reference:

The creature is ultimately human because he thinks, feels, and errs just like a human. When the creature first speaks with Victor, he defends his character as “benevolent” and declares that his “soul glowed with love and humanity” (83). The creature says that when he first developed consciousness, he displayed kindness, compassion, and the moral characteristics of a humane person. If the difference between man and beasts is some sort of moral compass, then the creature was every bit as human as any natural-born man. As the creature continues to learn about mankind, however, he realizes that for every cottager with “gentle manners” there are also “barbarous villagers” who treat others cruelly (95). If acting with compassion defines a person’s humanity, then very few people in the story can consistently be called human. In fact, the men the creature encounters are all just as flawed as he eventually becomes. Just like the people around him, the creature’s “heart was fashioned to be susceptible of love and sympathy,” but when he encounters “misery” and “violence,” he finds himself “filled with an insatiable thirst for vengeance” (190). Thus the creature displays man’s best sides and his worst: his ability to love and his ability to hate. In this regard, he is just like his creator, who is kind at some moments and cruel at others. In the end, the creature’s aspirations and limitations make him as human as Frankenstein, Walton, or any other character in the book.

WRITING PROMPT:

Directions

Draft a claim for paragraph 2 by stating which side you’re arguing and summarizing your second reason for this argument (e.g., The creature can be considered human because... OR: The creature is not a human because...).



5

WRITING

Write: Focus and
Contextualize Evidence 1




Write: Focus and Contextualize Evidence 1




Students isolate the most important words in their first piece of textual evidence and summarize the context for the quote.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

 *Frankenstein* is a long book, and you're going to have quotes from lots of different places in your essay. Each time you use evidence, help your reader stay with you by always reminding them which part of the story your quote came from.


 You can also help your reader stay with you by not including quotes that are super long. Select just the most important parts of your quotes to use as evidence.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support

ON TRACK

Students focusing on short quotes and providing context for their quotes.

 You do a fantastic job choosing specific words to quote and describing what you notice about those words right here in this sentence— “When Victor first sees his creation, he calls him inhuman names like “wretch,” “monster,” and “diabolical corpse”—and describes the unnatural appearance of the creature’s eyes saying, “if eyes they may be called” (Grimly 44-45).

NEEDS SUPPORT

Students using big blocks of evidence.

Ask students to start by underlining the words that jumped out at them when they chose that quote.



NEEDS SUPPORT

Students having a hard time establishing context for their quote.

Have them reread the pages leading up to their quote and summarize what's happening in one sentence. Then, have students think about where they can add short pieces of evidence to that sentence.

Solutions

Sample paragraph for your reference:

The creature is ultimately human because he thinks, feels, and errs just like a human. **When the creature first speaks with Victor, he defends his character as “benevolent” and declares that his “soul glowed with love and humanity” (83).** The creature says that when he first developed consciousness, he displayed kindness, compassion, and the moral characteristics of a humane person. If the difference between man and beasts is some sort of moral compass, then the creature was every bit as human as any natural-born man. As the creature continues to learn about mankind, however, he realizes that for every cottager with “gentle manners” there are also “barbarous villagers” who treat others cruelly (95). If acting with compassion defines a person’s humanity, then very few people in the story can consistently be called human. In fact, the men the creature encounters are all just as flawed as he eventually becomes. Just like the people around him, the creature’s “heart was fashioned to be susceptible of love and sympathy,” but when he encounters “misery” and “violence,” he finds himself “filled with an insatiable thirst for vengeance” (190). Thus the creature displays man’s best sides and his worst: his ability to love and his ability to hate. In this regard, he is just like his creator, who is kind at some moments and cruel at others. In the end, the creature’s aspirations and limitations make him as human as Frankenstein, Walton, or any other character in the book.

WRITING PROMPT:

Directions

1. Copy and paste the first piece of evidence from your outline to the writing box, below your claim.
2. Underline the most important words and phrases in your evidence.
3. Open up your graphic novel. Skim the pages leading up to your first piece of evidence so that you remember what was happening at this point in the story.
4. Write a sentence that reminds your reader what was happening at that point in the story. Weave in the words and phrases you highlighted from your evidence. Make sure you have quotation marks around these words and phrases (e.g., When Victor ..., he said “...”).
5. Delete any parts that you copied from your outline but aren't going to use in your paragraph.



6

WRITING

Write: Analyze Evidence 1




Write: Analyze Evidence 1



Students write 2–3 sentences to explain the significance of their first piece of evidence.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*


 Evidence doesn't speak for itself. Analyze your evidence and explain to your reader what the specific words in your quote show about whatever you're arguing.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support


ON TRACK

Students interpreting and explaining their evidence.

 You do a great job explaining how the words Victor uses to describe the creature—"wretch," "monster," and "diabolical corpse"—show that even Victor does not think the creature is human and that these words show the creature is more of a monster than a human.

NEEDS SUPPORT

Students unsure how to elaborate on the meaning of their evidence.

 You quoted that the creature requests that Victor create a companion "of the same species" with "the same defects." Why do these words support your claim that "Even the creature knows that it is not human." Write 2 sentences to explain how those short quotes you chose show that the creature recognizes it is not human. That will be your explanation of how this evidence supports your claim.



Solutions

Sample paragraph for your reference:

The creature is ultimately human because he thinks, feels, and errs just like a human. When the creature first speaks with Victor, he defends his character as “benevolent” and declares that his “soul glowed with love and humanity” (83). **The creature says that when he first developed consciousness, he displayed kindness, compassion, and the moral characteristics of a humane person. If the difference between man and beasts is some sort of moral compass, then the creature was every bit as human as any natural-born man.** As the creature continues to learn about mankind, however, he realizes that for every cottager with “gentle manners” there are also “barbarous villagers” who treat others cruelly (95). If acting with compassion defines a person’s humanity, then very few people in the story can consistently be called human. In fact, the men the creature encounters are all just as flawed as he eventually becomes. Just like the people around him, the creature’s “heart was fashioned to be susceptible of love and sympathy,” but when he encounters “misery” and “violence,” he finds himself “filled with an insatiable thirst for vengeance” (190). Thus the creature displays man’s best sides and his worst: his ability to love and his ability to hate. In this regard, he is just like his creator, who is kind at some moments and cruel at others. In the end, the creature’s aspirations and limitations make him as human as Frankenstein, Walton, or any other character in the book.

WRITING PROMPT:

Directions

1. Write 2–3 sentences where you explain what your evidence proves. Connect the specific words in your quote to the reason you are developing to support your claim.



7

WRITING

Write: Focus and
Contextualize Evidence 2





Write: Focus and Contextualize Evidence 2



Students isolate the most important words in their second piece of textual evidence and summarize the context for the quote.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*


-  The second piece of evidence you use may be from a different part of the book. Help your readers stay with you by always reminding them which part of the story your quote came from.
-  You can also help your reader stay with you by not including quotes that are super long. Select just the most important parts of your quotes to use as evidence.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support

ON TRACK

Students focusing on short quotes and providing context for their quotes.

-  You do a fantastic job choosing specific words to quote and describing what you notice about those words right here in this sentence— “When Victor first sees his creation, he calls him inhuman names like “wretch,” “monster,” and “diabolical corpse”—and describes the unnatural appearance of the creature’s eyes saying, “if eyes they may be called” (Grimly 44–45).

NEEDS SUPPORT

Students using big blocks of evidence.

Ask students to start by underlining the words that jumped out at them when they chose that quote.



NEEDS SUPPORT

Students having a hard time establishing context for their quote.

Have them reread the pages leading up to their quote and summarize what's happening in one sentence. Then, have students think about where they can add short pieces of evidence to that sentence.

Solutions

Sample paragraph for your reference:

The creature is ultimately human because he thinks, feels, and errs just like a human. When the creature first speaks with Victor, he defends his character as “benevolent” and declares that his “soul glowed with love and humanity” (83). The creature says that when he first developed consciousness, he displayed kindness, compassion, and the moral characteristics of a humane person. If the difference between man and beasts is some sort of moral compass, then the creature was every bit as human as any natural-born man. **As the creature continues to learn about mankind, however, he realizes that for every cottager with “gentle manners” there are also “barbarous villagers” who treat others cruelly (95).** If acting with compassion defines a person's humanity, then very few people in the story can consistently be called human. In fact, the men the creature encounters are all just as flawed as he eventually becomes. Just like the people around him, the creature's “heart was fashioned to be susceptible of love and sympathy,” but when he encounters “misery” and “violence,” he finds himself “filled with an insatiable thirst for vengeance” (190). Thus the creature displays man's best sides and his worst: his ability to love and his ability to hate. In this regard, he is just like his creator, who is kind at some moments and cruel at others. In the end, the creature's aspirations and limitations make him as human as Frankenstein, Walton, or any other character in the book.

WRITING PROMPT:

Directions

1. Copy and paste the second piece of evidence from your outline to the writing box, below your paragraph.
2. Underline the most important words and phrases in your evidence.
3. Open up your graphic novel. Skim the pages leading up to your second piece of evidence so that you remember what was happening at this point in the story.
4. Write a sentence that reminds your reader what was happening at that point in the story. Weave in the words and phrases you highlighted from your evidence. Make sure you have quotation marks around these words and phrases. You may want to begin this sentence with a transition word (e.g., Later, when Victor ..., he said “...”).
5. Delete any parts that you copied from your outline but aren't going to use in your paragraph.



8

WRITING

Write: Analyze Evidence 2



Write: Analyze Evidence 2



Students write 2–3 sentences to explain the significance of their second piece of evidence.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Evidence doesn't speak for itself. Analyze your evidence by explaining to your reader what the specific words in your quote show about whatever you're arguing.

2. Activity on Card - *INDIVIDUAL*

3. Facilitate Choice of Activity - *WHOLE CLASS*

If you want to challenge your class to identify and explain more evidence to support their claim, then go to Activity 9, *OPT: Focus Evidence 3* and Activity 10, *OPT: Analyze Evidence 3*, where students choose a third piece of evidence to analyze and explain. Otherwise, direct students to move to Activity 11, *Write: Closing Sentence*, in which students will complete their draft of paragraph 2.



On-The-Fly Support

ON TRACK

Students interpreting and explaining their evidence.



You do a great job explaining how the words Victor uses to describe the creature—“wretch,” “monster,” and “diabolical corpse”—show that even Victor does not think the creature is human and that these words show the creature is more of a monster than a human.

NEEDS SUPPORT

Students unsure how to elaborate on the meaning of their evidence.



You quoted that the creature requests that Victor create a companion “of the same species” with “the same defects.” Why do these words support your claim that “Even the creature knows that it is not human.” Write 2 sentences to explain how those short quotes you chose show the creature recognizes that it is not human. That will be your explanation of how this evidence supports your claim.

Solutions

Sample paragraph for your reference:

The creature is ultimately human because he thinks, feels, and errs just like a human. When the creature first speaks with Victor, he defends his character as “benevolent” and declares that his “soul glowed with love and humanity” (83). The creature says that when he first developed consciousness, he displayed kindness, compassion, and the moral characteristics of a humane person. If the difference between man and beasts is some sort of moral compass, then the creature was every bit as human as any natural-born man. As the creature continues to learn about mankind, however, he realizes that for every cottager with “gentle manners” there are also “barbarous villagers” who treat others cruelly (95). **If acting with compassion defines a person’s humanity, then very few people in the story can consistently be called human. In fact, the men the creature encounters are all just as flawed as he eventually becomes.** Just like the people around him, the creature’s “heart was fashioned to be susceptible of love and sympathy,” but when he encounters “misery” and “violence,” he finds himself “filled with an insatiable thirst for vengeance” (190). Thus the creature displays man’s best sides and his worst: his ability to love and his ability to hate. In this regard, he is just like his creator, who is kind at some moments and cruel at others. In the end, the creature’s aspirations and limitations make him as human as Frankenstein, Walton, or any other character in the book.

WRITING PROMPT:

Directions

1. Write 2–3 sentences where you explain what your evidence proves. Connect the specific words in your quote to the idea you presented in your claim.



9

WRITING
OPT: Focus Evidence 3





OPT: Focus Evidence 3



Students isolate the most important words in their third piece of textual evidence and summarize the context for the quote.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*


-  *Frankenstein* is a long book, and you're going to have quotes from lots of different places in your essay. Help your readers stay with you by always reminding them which part of the story your quote came from.
-  You can also help your reader stay with you by not including quotes that are super long. Select just the most important parts of your quotes to use as evidence.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support

ON TRACK

Students focusing on short quotes and providing context for their quotes.

-  You do a fantastic job choosing specific words to quote and describing what you notice about those words right here in this sentence— “When Victor first sees his creation, he calls him inhuman names like “wretch,” “monster,” and “diabolical corpse”—and describes the unnatural appearance of the creature’s eyes saying, “if eyes they may be called” (Grimly 44–45).

NEEDS SUPPORT

Students using big blocks of evidence.

Ask students to start by underlining the words that jumped out at them when they chose that quote.

NEEDS SUPPORT

Students having a hard time establishing context for their quote.



Have them reread the pages leading up to their quote and summarize what's happening in one sentence. Then, have students think about where they can add short pieces of evidence to that sentence.

Solutions

Sample paragraph for your reference:

The creature is ultimately human because he thinks, feels, and errs just like a human. When the creature first speaks with Victor, he defends his character as “benevolent” and declares that his “soul glowed with love and humanity” (83). The creature says that when he first developed consciousness, he displayed kindness, compassion, and the moral characteristics of a humane person. If the difference between man and beasts is some sort of moral compass, then the creature was every bit as human as any natural-born man. As the creature continues to learn about mankind, however, he realizes that for every cottager with “gentle manners” there are also “barbarous villagers” who treat others cruelly (95). If acting with compassion defines a person’s humanity, then very few people in the story can consistently be called human. In fact, the men the creature encounters are all just as flawed as he eventually becomes. **Just like the people around him, the creature’s “heart was fashioned to be susceptible of love and sympathy,” but when he encounters “misery” and “violence,” he finds himself “filled with an insatiable thirst for vengeance” (190).** Thus the creature displays man’s best sides and his worst: his ability to love and his ability to hate. In this regard, he is just like his creator, who is kind at some moments and cruel at others. In the end, the creature’s aspirations and limitations make him as human as Frankenstein, Walton, or any other character in the book.

WRITING PROMPT:

Directions

1. Copy and paste the third piece of evidence from your outline to the writing box, below your paragraph.
2. Underline the most important words and phrases in your evidence.
3. Open up your graphic novel. Skim the pages leading up to your first piece of evidence so that you remember what was happening at this point in the story.
4. Write a sentence that reminds your reader what was happening at that point in the story. Weave in the words and phrases you highlighted from your evidence. Make sure you have quotation marks around these words and phrases (e.g., When Victor ..., he said “...”).
5. Delete any parts that you copied from your outline but aren't going to use in your paragraph.



10

WRITING

OPT: Analyze Evidence 3




OPT: Analyze Evidence 3



Students write 2–3 sentences to explain the significance of their third piece of evidence.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*


 Evidence doesn't speak for itself. Analyze your evidence by explaining to your reader what the specific words in your quote show about whatever you're arguing.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support


ON TRACK

Students interpreting and explaining their evidence.

 You do a great job explaining how the words Victor uses to describe the creature—"wretch," "monster," and "diabolical corpse"—show that even Victor does not think that the creature is human and that these words show the creature is more of a monster than a human.

NEEDS SUPPORT

Students unsure how to elaborate on the meaning of their evidence.

 You quoted that the creature requests that Victor create a companion "of the same species" with "the same defects." Why do these words support your claim that "Even the creature knows that it is not human." Write 2 sentences to explain how those short quotes you chose show that the creature recognizes it is not human. That will be your explanation of how this evidence supports your claim.



Solutions

Sample paragraph for your reference:

The creature is ultimately human because he thinks, feels, and errs just like a human. When the creature first speaks with Victor, he defends his character as “benevolent” and declares that his “soul glowed with love and humanity” (83). The creature says that when he first developed consciousness, he displayed kindness, compassion, and the moral characteristics of a humane person. If the difference between man and beasts is some sort of moral compass, then the creature was every bit as human as any natural-born man. As the creature continues to learn about mankind, however, he realizes that for every cottager with “gentle manners” there are also “barbarous villagers” who treat others cruelly (95). If acting with compassion defines a person’s humanity, then very few people in the story can consistently be called human. In fact, the men the creature encounters are all just as flawed as he eventually becomes. Just like the people around him, the creature’s “heart was fashioned to be susceptible of love and sympathy,” but when he encounters “misery” and “violence,” he finds himself “filled with an insatiable thirst for vengeance” (190). **Thus the creature displays man’s best sides and his worst: his ability to love and his ability to hate. In this regard, he is just like his creator, who is kind at some moments and cruel at others.** In the end, the creature’s aspirations and limitations make him as human as Frankenstein, Walton, or any other character in the book.

WRITING PROMPT:

Directions

1. Write 2–3 sentences in which you explain what your evidence proves. Connect the specific words in your quote to the idea you presented in your claim.



11

WRITING

Write: Closing Sentence



Write: Closing Sentence



Students write a sentence that wraps up the ideas presented in paragraph 2.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



It's time to wrap up your paragraph. A good closing sentence will reiterate the idea from the claim without sounding repetitive.

2. Activity on Card - *INDIVIDUAL*



On-The-Fly Support

ON TRACK

Students reiterating the reason for their claim and taking into account the evidence they developed.



You reminded me of your reason the creature's language shows it does not consider itself human, but you also add the extra detail that the creature is "repulsed" by its lack of a human form. This extra detail is ties up the things you discussed in this paragraph!

NEEDS SUPPORT

Students repeating words and phrases from the claim.



You do a great job restating that the creature should not be considered human, but you say it the exact same way as your claim. You need to find a new way to state this same idea. Let's look at how we can paraphrase your claim statement so we keep the same ideas, but don't repeat the exact same words.



Solutions

Sample paragraph:

The creature is ultimately human because he thinks, feels, and errs just like a human. When the creature first speaks with Victor, he defends his character as “benevolent” and declares that his “soul glowed with love and humanity” (83). The creature says that when he first developed consciousness, he displayed kindness, compassion, and the moral characteristics of a humane person. If the difference between man and beasts is some sort of moral compass, then the creature was every bit as human as any natural-born man. As the creature continues to learn about mankind, however, he realizes that for every cottager with “gentle manners” there are also “barbarous villagers” who treat others cruelly (95). If acting with compassion defines a person’s humanity, then very few people in the story can consistently be called human. In fact, the men the creature encounters are all just as flawed as he eventually becomes. Just like the people around him, the creature’s “heart was fashioned to be susceptible of love and sympathy,” but when he encounters “misery” and “violence,” he finds himself “filled with an insatiable thirst for vengeance” (190). Thus the creature displays man’s best sides and his worst: his ability to love and his ability to hate. In this regard, he is just like his creator, who is kind at some moments and cruel at others. **In the end, the creature’s aspirations and limitations make him as human as Frankenstein, Walton, or any other character in the book.**

WRITING PROMPT:

Directions

1. If you did not see all the writing you have completed for this paragraph, go back to the last activity you worked in and make sure you clicked “HAND IN.”
2. Write a final sentence for this paragraph in which you summarize the argument you have made. Reiterate the idea from your claim but don’t repeat the same words.



12 INDIVIDUAL
Solo

Solo



Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

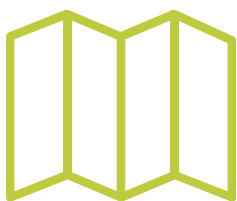
Directions

1. If you did not yet complete Activities 4–8 and 11 in this lesson, do so now. Be sure to click HAND IN.
2. If you completed Activity 11, go back to it, reread your paragraph, and fix any errors you find. Be sure to click UPDATE.
3. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library



4. Read for 20 minutes or more. Keep track of the time beyond that if you like.
5. Fill in your answers, at right, and hand them in.





Lesson 4

Draft Paragraph 3



Overview

In this lesson, students draft the third paragraph of their essay, in which they present a counterargument against the position they took in paragraph 1. To begin, students review their outline. The evidence that they chose for paragraph 3 and the notes they made about why they chose that evidence will guide them as they construct this paragraph.

First, students draft the counterclaim for the beginning of their paragraph. This states one argument someone might make against their developed position that the creature should or should not be viewed as human. This counterclaim in paragraph 3 will contradict their argument in paragraph 1 and 2, so if they argued that the creature is human in paragraph 1 and 2, their counterclaim will summarize one reason that he is not human in paragraph 3 and vice versa (e.g., *Many humans in the book do not "see" the creature as human. For example, Victor almost never refers to the creature as human. When Victor first beholds his creation, he calls him inhuman names—"wretch," "monster," and "diabolical corpse"—and describes the unnatural appearance of the creature's "eyes, if eyes they may be called" (44–45).*)

Then, students begin to rebut this counterclaim, by reviewing the first piece of evidence from their chart, highlighting the most important words and phrases in the quotation, and writing a sentence that weaves in small pieces of evidence and establishes the context for this evidence (e.g., *However, these are reactions to the creature's deformed external appearance, not who or what the creature really is. The blind old man, who is unable to see the creature's physical deformity, relates to the creature as one human to another. He welcomes the creature into his house, engages him in conversation and declares the creature to be "sincere"(107).*)

Next, students elaborate on the significance of their evidence by analyzing the language and drawing conclusions about its meaning (e.g., *This blind man's reaction, proves that those who judge the creature to be inhuman are just prejudiced by its appearance.*)

Students continue this process for each piece of rebuttal evidence they included in their chart. However, many students will only have one piece of evidence to rebut their counterargument. Students may choose to add or change their evidence as they are working on this paragraph.

Once they have finished presenting their counterargument and rebuttal evidence, they draft a closing sentence where they wrap up the argument they've made in this paragraph (e.g., *Overall, the creature's "heart was fashioned to be susceptible of love and sympathy," and both his feelings and the reactions of those around him who are uninfluenced by its external appearance prove that the creature is human.*)

Note: Because students will have different amounts of evidence to analyze for their rebuttal, you may want to encourage students to progress through the steps in this lesson at their own pace.

Connections to Other Lessons

In this lesson, students will develop a paragraph using the ideas they brainstormed in Essay Lesson 1. They will return to this paragraph in Essay Lesson 5, when they edit their essays.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



CLASS

3

Review: Outline (5 min)

Students review the evidence they gathered for paragraph 3 before they draft a claim.



CLASS

4

Write: Identify a Counterargument (5 min)

Students summarize one counterargument they will address throughout paragraph 3.



WRITING

5

Write: Present Rebuttal Evidence 1 (10 min)

Students isolate the key pieces of their main piece of rebuttal evidence and summarize the context for the quote.



WRITING

6

Write: Analyze Rebuttal Evidence (10 min)

Students write 2–3 sentences to explain how their rebuttal evidence refutes the counterargument.



WRITING



7

OPT: Write: Present Rebuttal Evidence 2 (10 min)

Students present a second piece of evidence to rebut the counterargument.



8

OPT: Write: Analyze Evidence 2 for Rebuttal (10 min)

Students write 2–3 sentences to explain how the evidence supports their rebuttal.



9

Write: Concluding Sentence (5 min)

Students write a concluding sentence that follows from and supports the argument presented.



10

Solo (20 min)

Students have time for independent reading. Let them know that this activity is not optional.





Preparation

1. Read the sample essay paragraph in the Activity 4 Instructional Guide.
2. Print the Essay Graphic Organizer PDF and the Science & Science Fiction Essay Sentence Starters PDF for students who would benefit from these supports.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom. Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Science & Science Fiction Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.



WORDS TO USE

- Composure
- Adversity
- Distorted
- Preside



MATERIALS

Frankenstein excerpts
1 - Epigraph

Essay Graphic Organizer

Essay Sentence Starters

**Activity 4, Write: Identify a Counterargument**

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 5, Write: Present Rebuttal Evidence 1

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 6, Write: Analyze Rebuttal Evidence

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 7, OPT: Write: Present Rebuttal Evidence 2 and Activity 8, OPT: Write: Analyze Evidence 2 for Rebuttal

If you want to challenge your class to identify and explain more evidence for rebuttal, direct them to complete these activities in which they choose a second piece of evidence to rebut the counterclaim.

Use the over-the-shoulder conference guides to support students' individual needs.

Activity 9, Write: Closing Sentence

Use the over-the-shoulder conference guides to support students' individual needs.



<p>1 VOCABULARY Vocabulary Activities</p>									
--	--	--	--	--	--	--	--	--	--

Vocabulary Activities



2

CLASS

OPT: Review Essay Prompt
and Calendar



OPT: Review Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Review Essay Prompt - *WHOLE CLASS*

Read the Essay Prompt aloud to remind students of the overall claim they must support or refute.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays. This essay structure does not follow the essay structure of other sub-units.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.



NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



3

CLASS
Review: Outline



Review: Outline



Students review the evidence they gathered for paragraph 3 before they draft a claim.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*

2. Share Outlines - *WHOLE CLASS*

Ask 1–2 students to share with the class:



What possible counterargument will you address in your third and final paragraph?



What evidence are you going to use to rebut this counterargument?

WRITING PROMPT:

Directions

1. Go to My Work to see your outline in the **Select Text: Choose Evidence and Make Outline** activity from Lesson 1. Click NEXT to get to your paragraph 3 outline.
2. Review the evidence that you selected for paragraph 3 of your essay.



4

WRITING

Write: Identify a
Counterargument




Write: Identify a Counterargument



Students summarize one counterargument they will address throughout paragraph 3.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

-  In this paragraph, you will address a counterargument—one reason why someone like your reader might support the opposing position.
-  How can you summarize the counterargument you're going to address in this paragraph in 1–2 sentences?
-  What would be an example someone would present to support this counterargument?

2. Activity on Card - *INDIVIDUAL*

As you support students, note 2–3 students who have drafted solid counterclaims.

3. Share Responses - *WHOLE CLASS*


Invite your selected 2–3 students to write their counterclaims on the board to note the variety of possible counterarguments.



On-The-Fly Support

ON TRACK

Students clearly stating one counterclaim to the position they have argued in paragraphs 1 and 2.


-  Your statement that "There are moments when the creature's emotions make others react to him as though it were human," is a clear way to acknowledge one counterargument to your position that the creature is not human.



ON TRACK


Student briefly outlining textual observations that might support the counterargument.

null

 Acknowledging that the blind man and the child are "initially kind and conversational towards the creature when they first encounter it," allows you to outline the counterargument so that you can rebut it.

NEEDS SUPPORT

Student continuing to argue original position, rather than present counterargument.

 In this paragraph, you consider one argument against your position. In your first two paragraphs, you argued that the creature is not human because both its creator Victor and the creature itself do not recognize it as human. But what would be something someone might say to show the creature is human? This is the counterclaim you should summarize here.

If students need more support, direct them to go back and review what they wrote in the final card of Activity 4 in Lesson 1.

Pair student with a student who argued the opposite position and have the two briefly debate their reasons and evidence.

Solutions

Sample paragraph for your reference:

Many humans in the book do not "see" the creature as human. For example, Victor almost never refers to the creature as human. When Victor first beholds his creation, he calls him inhuman names—"wretch," "monster," and "diabolical corpse"—and describes the unnatural appearance of the creature's "eyes, if eyes they may be called" (44–45). However, these are reactions to the creature's deformed external appearance, not who or what the creature really is. The blind old man, who is unable to see the creature's physical deformity, relates to the creature as one human to another. He welcomes the creature into his house, engages him in conversation and declares the creature to be "sincere" (107). This blind man's reaction, proves that those who judge the creature to be inhuman are just prejudiced by its appearance. Overall, the creature's "heart was fashioned to be susceptible of love and sympathy," and both his feelings and the reactions of those around him who are uninfluenced by its external appearance prove that the creature is human.

WRITING PROMPT:



Directions

1. Write a sentence that summarizes the counterargument you will rebut in paragraph 3 (e.g., One counterargument to the position that the creature is human is ... OR One counterargument to the position that the creature is *not* human is...).
2. Write a second sentence that outlines some evidence someone might use to support this counterargument.



5

WRITING

Write: Present Rebuttal
Evidence 1





Write: Present Rebuttal Evidence 1



Students isolate the key pieces of their main piece of rebuttal evidence and summarize the context for the quote.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*


-  Now you are going to present the evidence you found to rebut the counterargument. Help your reader stay with you by always reminding them which part of the story this evidence came from.
-  You can also help your reader stay with you by not including quotes that are super long. Select just the most important parts of your quotes to use as evidence.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support

ON TRACK

Students focusing on short quotes that rebut the counterclaim and adding some observations about these quotes.

-  You pick some key words to quote that rebut the counterclaim that some humans sense the creature's humanity in this sentence: "Although the blind man initially accepts the creature, the creature is quickly driven from his home, and the creature realizes his isolation from anything human when he states that "man will not associate with me" (Grimly 114).

NEEDS SUPPORT

Students using big blocks of evidence.

Ask students to start by underlining the words that jumped out at them when they chose that quote.



NEEDS SUPPORT

Students having a hard time establishing context for their quote.

Have them reread the pages leading up to their quote and summarize what's happening in one sentence. Then, have students think about where they can add short pieces of evidence to that sentence.

Solutions

Sample paragraph for your reference:

Many humans in the book do not "see" the creature as human. For example, Victor almost never refers to the creature as human. When Victor first beholds his creation, he calls him inhuman names—"wretch," "monster," and "diabolical corpse"—and describes the unnatural appearance of the creature's "eyes, if eyes they may be called" (44–45). **However, these are reactions to the creature's deformed external appearance, not who or what the creature really is. The blind old man, who is unable to see the creature's physical deformity, relates to the creature as one human to another. He welcomes the creature into his house, engages him in conversation and declares the creature to be "sincere" (107).** This blind man's reaction, proves that those who judge the creature to be inhuman are just prejudiced by its appearance. Overall, the creature's "heart was fashioned to be susceptible of love and sympathy," and both his feelings and the reactions of those around him who are uninfluenced by its external appearance prove that the creature is human.

WRITING PROMPT:

Directions

1. Copy and paste the main piece of evidence you will use to rebut the counterclaim from your outline to the writing box, below your claim.
2. Underline the most important words and phrases in your evidence.
3. Open up your graphic novel. Skim the pages leading up to your first piece of evidence so that you remember what was happening at this point in the story.
4. Write a sentence that reminds your reader what was happening at that point in the story. Weave in the words and phrases you highlighted from your evidence. Make sure you have quotation marks around these words and phrases (e.g., When Victor ..., he said "...").
5. Delete any parts that you copied from your outline but aren't going to use in your paragraph.



6

WRITING

Write: Analyze Rebuttal
Evidence



Write: Analyze Rebuttal Evidence



Students write 2–3 sentences to explain how their rebuttal evidence refutes the counterargument.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*

 How does your rebuttal evidence disprove or weaken the counterargument?

2. Activity on Card - *INDIVIDUAL*


3. Facilitate Next Activity - *WHOLE CLASS*

TIP: Most students will develop one piece of evidence to rebut the counterargument. When they complete this activity, have these students move directly to the final activity: Write: Closing Sentence. A few students may be prepared to develop a second piece of rebuttal evidence; these students will move to the next activity: OPT: Write: Present Rebuttal Evidence 2.

On-The-Fly Support

ON TRACK

Students interpreting and explaining how their evidence rebuts the counterclaim.

 You do a great job explaining how the creature's conclusions that "man will not associate with me." Show that the creature's experience in the world has taught it that humans do not view it as one of their kind, even if they initially try to.

NEEDS SUPPORT

Students unsure how to elaborate on the meaning of their evidence.



You write that the creature states "man will not associate with me." How does this quote rebut the counterclaim that some humans initially react to the creature sympathetically? Write 1–2 sentences to explain this connection and rebut the counterclaim.

Solutions

Sample paragraph for your reference:

Many humans in the book do not "see" the creature as human. For example, Victor almost never refers to the creature as human. When Victor first beholds his creation, he calls him inhuman names—"wretch," "monster," and "diabolical corpse"—and describes the unnatural appearance of the creature's "eyes, if eyes they may be called" (44–45). However, these are reactions to the creature's deformed external appearance, not who or what the creature really is. The blind old man, who is unable to see the creature's physical deformity, relates to the creature as one human to another. He welcomes the creature into his house, engages him in conversation and declares the creature to be "sincere" (107). **This blind man's reaction, proves that those who judge the creature to be inhuman are just prejudiced by its appearance.** Overall, the creature's "heart was fashioned to be susceptible of love and sympathy," and both his feelings and the reactions of those around him who are uninfluenced by its external appearance prove that the creature is human.

WRITING PROMPT:

Directions

1. Write 2–3 sentences where you explain how your evidence supports your rebuttal. Connect the specific words in your quote to the idea you presented in your rebuttal.



7

WRITING

OPT: Write: Present
Rebuttal Evidence 2




OPT: Write: Present Rebuttal Evidence 2



Students present a second piece of evidence to rebut the counterargument.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*


 If you have found a second piece of evidence that rebuts the counterargument, present this evidence, making sure to select just the most important parts of your quotes to use as evidence.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support

ON TRACK

Students focusing on short quotes that rebut the counterclaim and adding some observations about these quotes.

 You pick some key words to quote to rebut the counterclaim that some humans sense the creature's humanity in this sentence: "Although the blind man initially accepts the creature, the creature is quickly driven from his home, and the creature realizes his isolation from anything human when he states that "man will not associate with me" (Grimly 114).

NEEDS SUPPORT

Students using big blocks of evidence.

Ask students to start by underlining the words that jumped out at them when they chose that quote.

NEEDS SUPPORT

Students having a hard time establishing context for their quote.



Have them reread the pages leading up to their quote and summarize what's happening in one sentence. Then, have students think about where they can add short pieces of evidence to that sentence.

WRITING PROMPT:

Directions

1. Copy and paste a second piece of evidence you will use to rebut the counterclaim from your outline to the writing box, below your claim.
2. Underline the most important words and phrases in your evidence.
3. Open up your graphic novel. Skim the pages leading up to your first piece of evidence so that you remember what was happening at this point in the story.
4. Write a sentence that reminds your reader what was happening at that point in the story. Weave in the words and phrases you highlighted from your evidence. Make sure you have quotation marks around these words and phrases (e.g., When Victor ..., he said "...").
5. Delete any parts that you copied from your outline but aren't going to use in your paragraph.



8

WRITING

OPT: Write: Analyze
Evidence 2 for Rebuttal



OPT: Write: Analyze Evidence 2 for Rebuttal



Students write 2–3 sentences to explain how the evidence supports their rebuttal.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Evidence doesn't speak for itself. Analyze your evidence by explaining to your reader what the specific words in your quote show about whatever you're arguing.

2. Activity on Card - *INDIVIDUAL*



On-The-Fly Support

ON TRACK

Students interpreting and explaining how their evidence rebuts the counterclaim.



You do a great job explaining how the creature's conclusions that "man will not associate with me," show that the creature's experience in the world has taught it that humans do not view it as one of their kind, even if they initially try to.

NEEDS SUPPORT

Students unsure how to elaborate on the meaning of their evidence.



You write that the creature states "man will not associate with me." How does this quote rebut the counterclaim that some humans initially react to the creature sympathetically? Write 1–2 sentences to explain this connection and rebut the counterclaim.



WRITING PROMPT:

Directions

1. Write 1–2 sentences where you explain how your evidence supports your rebuttal. Connect the specific words in your quote to the idea you presented in your rebuttal.



9

WRITING
Write: Concluding
Sentence




Write: Concluding Sentence



Students write a concluding sentence that follows from and supports the argument presented.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*


 It's time to wrap up your paragraph. A good closing sentence will re-emphasize your strongest reason for supporting the claim without sounding repetitive.

2. Activity on Card - *INDIVIDUAL*

On-The-Fly Support


ON TRACK

Students reiterating the idea from the claim without sounding repetitive.

 You do a great job restating that Victor was successful in creating a creature to be human. This clearly restates your claim, but in a new way so it doesn't sound repetitive. Nice work!

NEEDS SUPPORT

Students repeating words and phrases from the claim.

 You do a great job restating that the creature should not be considered human, but you say it the exact same way as your claim. You need to find a new way to state this same idea. Let's look at how we can paraphrase your claim statement so we keep the same ideas, but don't repeat the exact same words.

Have them brainstorm other ways of communicating these ideas.



Solutions

Sample paragraph:

Many humans in the book do not "see" the creature as human. For example, Victor almost never refers to the creature as human. When Victor first beholds his creation, he calls him inhuman names—"wretch," "monster," and "diabolical corpse"—and describes the unnatural appearance of the creature's "eyes, if eyes they may be called" (44–45). However, these are reactions to the creature's deformed external appearance, not who or what the creature really is. The blind old man, who is unable to see the creature's physical deformity, relates to the creature as one human to another. He welcomes the creature into his house, engages him in conversation and declares the creature to be "sincere"(107). This blind man's reaction, proves that those who judge the creature to be inhuman are just prejudiced by its appearance. **Overall, the creature's "heart was fashioned to be susceptible of love and sympathy," and both his feelings and the reactions of those around him who are uninfluenced by its external appearance prove that the creature is human.**

WRITING PROMPT:

Directions

1. Write a concluding sentence for this paragraph that follows from and supports the argument you have made. Reiterate the idea from your claim but don't repeat the same words.



10 INDIVIDUAL Solo

Solo



Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

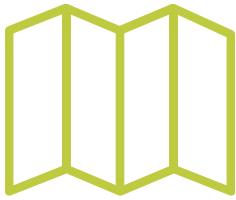
Directions

1. If you did not yet complete Activities 4–6 and 9 in this lesson, do so now. Be sure to click HAND IN.
2. If you completed Activity 9, go back to it, reread your paragraph, and fix any errors you find. Be sure to click UPDATE.
3. Select something to read. If you are not already in the middle of something you like, you might look here:
 - Suggested reading for lessons in this sub-unit
 - Amplify Library
 - Your local library
4. Read for 20 minutes or more. Keep track of the time beyond that if you like.



-
5. Fill in your answers, at right, and hand them in.





Lesson 5

Review and Revise



Overview

In this lesson, students review, revise, and put the finishing touches on their three-paragraph essays. First, students review their three claims and add transitions to alert their readers to the back-and-forth nature of the essay structure. Next, they read individual paragraphs of their essay aloud to a partner and add transitions to help move seamlessly between pieces of evidence. Then, students use guidelines for citing and punctuating direct quotes to edit their work. At the end of the lesson, a few students read aloud their favorite part of their essay so that the class can celebrate their hard work.

Connections to Other Lessons:

Students wrote the first paragraph of the essay in Lesson 2, their second paragraph in Lesson 3, and their third paragraph in Lesson 4. In this final lesson, students review and revise their entire essays, focusing on transitions and citations.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

OPT: Review Essay Prompt and Calendar (5 min)

Students review the Essay Prompt and the work they will do on the essay in this lesson.



CLASS

3

Revise: Get Your Essay Ready to Edit (5 min)

Students copy the drafts of their 3 paragraphs into a single writing space so that they can make edits to improve overall flow.



INDIVIDUAL

4

Revise: Transitions for Flow Between Claims (10 min)

Students read their claims to a partner and brainstorm transition words and phrases they can add to make the essay sound flowing rather than disjointed.



PARTNER

5

Revise: Transitions for Flow in a Paragraph (15 min)

Students add transitions between different pieces of evidence within their paragraphs.



PARTNER

6

Revise: Reread and Edit (10 min)

Students check their citations and revise where necessary.



CLASS

7

Share: Part of Essay (10 min)

Students share one piece from their essay that they are especially proud of.



CLASS



Preparation

1. Plan to put students in pairs for Activities 4 and 5.
2. When students finish writing their essays, please use the essay rubric found in the Materials section to assess each essay.
3. If students struggle with revising their writing, you may choose to print the pages of the Essay Graphic Organizer PDF to assist students.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.1.D

Establish and maintain a formal style.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.2.C

Spell correctly.

CCSS.ELA-Literacy.L.8.3



WORDS TO USE

- Vernal
- Omnipotence
- Boasts
- Stigma



MATERIALS

Grade 8 Essay Rubric

[Guidelines for Citing](#)

Essay Graphic Organizer

Essay Sentence Starters



Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

A PDF of Science & Science Fiction Essay Sentence Starters is also provided to support students with language conventions and to help them get started with their essay. This will be especially helpful for ELLs or students below grade level in writing.

Activity 4, Revise: Create Flow Between Claims

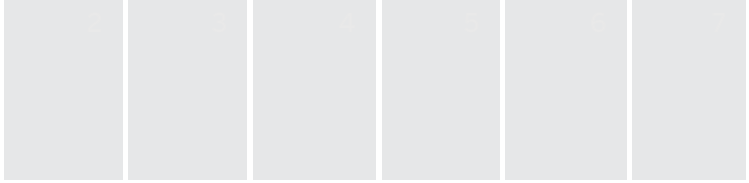
Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are below grade level should be paired with students on or above grade level.



1

VOCABULARY
Vocabulary Activities

V



Vocabulary Activities



2

CLASS

OPT: Review Essay Prompt
and Calendar

OPT: Review Essay Prompt and Calendar



Students review the Essay Prompt and the work they will do on the essay in this lesson.

Card 1 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

Review Essay Prompt - *WHOLE CLASS*

Read the Essay Prompt aloud to remind students the overall claim they must support or refute.

Card 2 Instructional Guide

Card 1: Review the Essay Prompt.

Card 2: Review the calendar and the work students will complete in this lesson.

1. Review the Essay Elements - *WHOLE CLASS*

Review the elements that students will include in their essays. This essay structure does not follow the essay structure of other sub-units.

2. Review the Work Calendar - *WHOLE CLASS*

Use the calendar to remind students of the work they have completed and to preview the work they will complete in today's lesson.



NOTE: This is an opportunity to help students who have been absent plan the work they will complete during today's lesson.



3

INDIVIDUAL

Revise: Get Your Essay
Ready to Edit

Revise: Get Your Essay Ready to Edit



Students copy the drafts of their 3 paragraphs into a single writing space so that they can make edits to improve overall flow.

Card 1 Instructional Guide

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Directions

Create a complete draft of your three paragraph essay in the writing box on the right:

1. Copy and paste your second paragraph below your first paragraph.
2. Copy and paste your third paragraph below your second paragraph.
3. If any of the paragraphs are missing or do not seem like your latest draft, go to Lesson 2, 3, or 4 to find your latest draft.

WRITING PROMPT:

Paragraph 1:

WRITING PROMPT:

Paragraph 2:



WRITING PROMPT:

Paragraph 3:



4

PARTNER

Revise: Transitions for Flow
Between Claims

Revise: Transitions for Flow Between Claims



Students read their claims to a partner and brainstorm transition words and phrases they can add to make the essay sound flowing rather than disjointed.

Card 1 Instructional Guide

1. Group Students - *WHOLE CLASS*

Group students into pairs.

2. Activities on Card - *PAIRS*

WRITING PROMPT:

1. Read the claim of each paragraph aloud to a partner. In paragraphs 1 and 2, you state your position (Is the creature human or not?) and summarize the reason you develop in that paragraph. In paragraph 3, you present one counterclaim to this position that you then rebut in the paragraph.

2. Your paragraph claim may no longer exactly match the idea you ended up developing when you wrote the rest of the paragraph. You also haven't used any transitions to tell your reader that you a) are developing a new reason in paragraph 2, and b) intentionally exploring a counterargument in paragraph 3.

3. With your partner, brainstorm and add transitions to your paragraph claims to signal that you're developing two different reasons for your position, then presenting and rebutting a counterargument. You might consider using phrases like "One might argue that," "On the one hand," "Others might argue that," "On the other hand," "Conversely," "In the end," or "Ultimately."



5

PARTNER

Revise: Transitions for Flow
in a Paragraph



Revise: Transitions for Flow in a Paragraph



Students add transitions between different pieces of evidence within their paragraphs.

Card 1 Instructional Guide

Card 1: Students work in pairs to add transitions and revise sentences to increase cohesion in paragraph 1.

Card 2: Students work in pairs to add transitions and revise sentences to increase cohesion in paragraph 2.

Card 3: Students work in pairs to add transitions and revise sentences to increase cohesion in paragraph 3.

Activity on Card - *PAIRS*

WRITING PROMPT:

1. With a partner, take turns reading your first paragraphs aloud to each other. When you are the listener, raise your hand any time you notice a jump in your partner's writing that needs a transition.
2. You will probably find that you need to add a transition each time you introduce a new piece of evidence. You might consider using words like "later," "after," or "when."
3. Add transitions to your first paragraph and read it aloud again.

Card 2 Instructional Guide

Card 1: Students work in pairs to add transitions and revise sentences to increase cohesion in paragraph 1.

Card 2: Students work in pairs to add transitions and revise sentences to increase cohesion in paragraph 2.

Card 3: Students work in pairs to add transitions and revise sentences to increase cohesion in paragraph 3.



Activity on Card - *PAIRS*

WRITING PROMPT:

1. With a partner, take turns reading your second paragraphs aloud to each other. When you are the listener, raise your hand any time you notice a jump in your partner's writing that needs a transition.
2. You probably will find that you need to add a transition each time you introduce a new piece of evidence. You might consider using words like "later," "after," or "when."
3. Add transitions to your second paragraph and read it aloud again.

Card 3 Instructional Guide

Card 1: Students work in pairs to add transitions and revise sentences to increase cohesion in paragraph 1.

Card 2: Students work in pairs to add transitions and revise sentences to increase cohesion in paragraph 2.

Card 3: Students work in pairs to add transitions and revise sentences to increase cohesion in paragraph 3.

Activity on Card - *PAIRS*

WRITING PROMPT:

1. With a partner, take turns reading your third paragraphs aloud to each other. When you are the listener, raise your hand any time you notice a jump in your partner's writing that needs a transition.
2. You probably will find that you need to add a transition each time you introduce a new piece of evidence. You might consider using words like "later," "after," or "when."
3. Add transitions to your third paragraph and read it aloud again.



6

CLASS

Revise: Reread and Edit



Revise: Reread and Edit



Students check their citations and revise where necessary.

Card 1 Instructional Guide

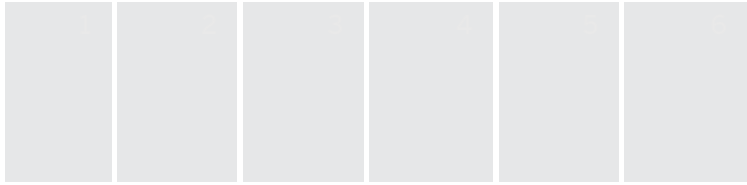
1. Activity on Card - *INDIVIDUAL*

2. Present other Copyedit Priorities - *WHOLE CLASS*

Note on the board other copyediting priorities to ensure that students create a polished essay.

WRITING PROMPT:

Use the Guidelines for Citing and Punctuating a Direct Quote to revise your essay.



7

CLASS

Share: Part of Essay



Share: Part of Essay



Students share one piece from their essay that they are especially proud of.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Share Writing - *WHOLE CLASS*

Note that it's hard for students to listen to an entire essay. Ask students to pick one paragraph or the end of one paragraph and the beginning of another to share with the class.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to guide them to notice the impact of each other's writing.

Card 2: Students who are sharing use this card to find their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Raise your hand to share one piece of your essay with the class.

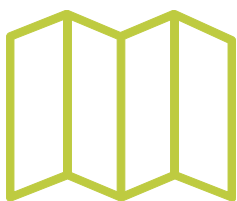




Sub-unit 3

Poetical Science





Lesson 1

“The Tables Turned”



Overview

In this lesson, students read William Wordsworth's "The Tables Turned," analyze the speaker's message, and evaluate two *Frankenstein* passages from the point of view of the speaker in the poem.

In the first part of the lesson, students read the poem once all the way through, share their initial impressions with a partner, and then read it again. Next, they revisit the poem stanza by stanza, answering questions about the speaker's audience, purpose, and use of imagery and language.

In the second part of the lesson, students revisit two thematically relevant passages from *Frankenstein* and discuss how they're connected to the poem. Then they choose one of the passages from *Frankenstein* and write about what the speaker from "The Tables Turned" would have to say about it.

Connections to Other Lessons

In "Man and Machines," the fifth lesson of this sub-unit, students will analyze another poem through the lens of two characters they've learned about in the previous four lessons. The speaker in "The Tables Turned" will be one of their options.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Read: “The Tables Turned” (10 min)

Students read William Wordsworth’s poem and share their first impressions with a partner.



PARTNER

3

Discuss: “The Tables Turned” (15 min)

Students analyze the speaker’s purpose and the devices he or she uses to achieve this purpose.



READING

4

Connect Text: Connections to Frankenstein (10 min)

Students review up to two passages from *Frankenstein* and discuss any connections to “The Tables Turned.”



READING

5

Write: Frankenstein and “The Tables Turned” (12 min)

Students use Wordsworth’s poem as a lens through which to analyze a passage from *Frankenstein*.



WRITING

6

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer’s writing.



CLASS



7

Exit Ticket (4 min)

Students select evidence from *Frankenstein* to support claims based on Wordsworth's poem.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *A Lady's Life in the Rocky Mountains* and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

1. Read "The Tables Turned."
2. Plan to put students in pairs for Activities 2, 3, and 4.

Exit Ticket

In Activity 7, students select evidence from *Frankenstein* to support claims based on Wordsworth's poem.

Skills & Standards

Focus Standards

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.



WORDS TO USE

- Sanity
- Populace
- Concession
- Penultimate



MATERIALS

The Tables Turned
1 - The Tables Turned

Frankenstein excerpts
21 - Volume III, Chapter 1, Pages
122–129

Frankenstein excerpts
8 - Volume I, Chapter 3, Pages
37–40

A Lady's Life in the Rocky
Mountains
9 - Letter 8

Heroes, Gods and Monsters of
the Greek Myths
17 - Prometheus

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2

**CCSS.ELA-LITERACY.RL.8.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Read: “The Tables Turned”

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Assign students to the level of support that matches their needs.



◆ Core

Students read William Wordsworth's poem and share their first impressions with a partner.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides discussion sentence starters to help students share their first impressions of William Wordsworth's poem with a partner.

+Activity 4, Connect Text: Connections to *Frankenstein*

Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

Assign students to the level of support that matches their needs.

◆ Core

Students review two passages from *Frankenstein* and discuss how they connect to "The Tables Turned."

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides a discussion sentence starter to help students discuss how the passages from *Frankenstein* connect to "The Tables Turned."

+Activity 5, Write: *Frankenstein* and "The Tables Turned"

Use the over-the-shoulder conference guides to support students' individual needs while they are writing.

Assign students to the level of support that matches their needs.

◆ Core

Students use Wordsworth's poem as a lens through which to analyze a passage from *Frankenstein*.

■ Substantial

This alternate Writing Prompt reduces the amount of text and provides guiding questions, quotes from the text, and sentence starters to help students use Wordsworth's poem as a lens through which to analyze a passage from *Frankenstein*.

● ELL (Dev)

This alternate Writing Prompt provides guiding questions, quotes from the text, and sentence starters to help students use Wordsworth's poem as a lens through which to analyze a passage from *Frankenstein*.

**■ Moderate**

This alternate Writing Prompt provides guiding questions and sentence starters to help students use Wordsworth's poem as a lens through which to analyze a passage from *Frankenstein*.

► Light

This alternate Writing Prompt provides sentence starters to help students use Wordsworth's poem as a lens through which to analyze a passage from *Frankenstein*.

Pentagon Challenge

This alternate Writing Prompt challenges students to analyze Frankenstein's feelings toward nature and beautiful settings and explain if he would benefit from the advice given by the speaker in Wordsworth's poem.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read *A Lady's Life in the Rocky Mountains*, by Isabella L. Bird, Letter 8, paragraphs 2–4, and answer questions.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

Activity 9, Challenge Writing

This extra Writing Prompt is designed for additional practice with reading and writing skills from this lesson.

<p>1 VOCABULARY Vocabulary Activities V</p>							
---	--	--	--	--	--	--	--

Vocabulary Activities



2

PARTNER

Read: "The Tables Turned"



Read: "The Tables Turned"



Students read William Wordsworth's poem and share their first impressions with a partner.

Card 1 Instructional Guide

1. Play Audio - *WHOLE CLASS*


Tell students to read along as they listen to the audio.

2. Group Students - *WHOLE CLASS*

Group students into pairs.

3. Activity on Card - *PAIRS*

4. Discuss Poem: Share Responses - *WHOLE CLASS*

 Did you notice any words or ideas that appeared more than once in the poem?

(Students may notice the repetition of the words "books," "Friend," "Nature," "teacher," and "teach," and the repetition of nature imagery, music, and singing.)

 Why might the writer, William Wordsworth, have repeated these particular words?

 **ELL DEV**  **MODERATE**  **SUBSTANTIAL**

WRITING PROMPT:

Directions

1. Read this poem written by William Wordsworth in 1798.
2. What stood out to you in your first reading of this poem? Tell your partner about the details you noticed.



3. Highlight words that are repeated in the poem. Why do you think these words are repeated?

 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Directions

1. Read this poem written by William Wordsworth in 1798.
2. What stood out to you in your first reading? Tell your partner about the details you noticed.
3. Highlight words that are repeated in the poem. Why do you think these words are repeated?



3

READING

Discuss: “The Tables
Turned”



Discuss: “The Tables Turned”



Students analyze the speaker’s purpose and the devices he or she uses to achieve this purpose.

Card 1 Instructional Guide

Card 1: Students identify what the friend is doing and feeling in stanza 1 (lines 1–4) to unpack the poem’s theme.

Card 2: Students identify what the speaker is contrasting and paraphrase one line in stanza 3 (lines 9–12) to unpack the poem’s theme.

Card 3: Students identify the speaker’s feelings about nature and paraphrase 3 lines about intellect to unpack the poem’s theme.

1. Introduce Activity - *WHOLE CLASS*

Tell students that they will now look at each stanza to examine the narrator’s thoughts more carefully. Later they will compare the message of this poem to some of Victor’s thoughts in *Frankenstein*.

2. Play Audio - *WHOLE CLASS*

Ask students to follow along in the text as they listen to the audio.

3. Activity on Card - *INDIVIDUAL*

4. Discuss Responses - *WHOLE CLASS*

Solicit student responses for question 1. Ask students to support all answers by pointing to specific words in the text.

Solutions

1. A. reading books
B. working too hard.



Card 2 Instructional Guide

Card 1: Students identify what the friend is doing and feeling in stanza 1 (lines 1–4) to unpack the poem's theme.

Card 2: Students identify what the speaker is contrasting and paraphrase one line in stanza 3 (lines 9–12) to unpack the poem's theme.

Card 3: Students identify the speaker's feelings about nature and paraphrase 3 lines about intellect to unpack the poem's theme.

1. Play Audio - *WHOLE CLASS*

Tell students to follow along in the text as they listen to the audio.

2. Activities on Card - *INDIVIDUAL*

3. Share Responses: Select and Discuss - *WHOLE CLASS*

Solutions

2. A. Books
C. His music!
3. The speaker is saying that there's more wisdom to be gained by listening to a bird's song than by reading a book.



Card 3 Instructional Guide

Card 1: Students identify what the friend is doing and feeling in stanza 1 (lines 1–4) to unpack the poem's theme.

Card 2: Students identify what the speaker is contrasting and paraphrase one line in stanza 3 (lines 9–12) to unpack the poem's theme.

Card 3: Students identify the speaker's feelings about nature and paraphrase 3 lines about intellect to unpack the poem's theme.

1. Play Audio - *WHOLE CLASS*

Tell students to follow along in the text as they listen to the audio.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses: Connect and Explain - *WHOLE CLASS*

Solutions

4. The speaker feels that nature is a great teacher.
5. The speaker describes his or her feelings about nature with the words “wealth,” “blessings,” “wisdom,” “health,” “truth,” and “cheerfulness.”
6. By trying to understand nature intellectually, we lessen its beauty. You can't cut it up and study its pieces. Nature should be enjoyed as it is.



4

READING

Connect Text: Connections
to Frankenstein

Connect Text: Connections to Frankenstein



Students review up to two passages from *Frankenstein* and discuss any connections to “The Tables Turned.”

Card 1 Instructional Guide

Card 1: Students reread a passage from *Frankenstein* to compare Victor's attitude to the poem's message.

Card 2: Students reread a second passage from *Frankenstein* to compare Henry's attitude to the poem's message.

1. Introduce Reading - *WHOLE CLASS*



Now we're going to revisit a passage from early in *Frankenstein*, in which Victor is working with corpses in an effort to understand death and life. As we read, listen for parts that remind you of the poem.

2. Play Audio - *WHOLE CLASS*

Have students reread pages 38–39 in the graphic novel as they listen to the audio.

3. Activities on Card - *PAIRS*

4. Discuss Responses: Connect and Explain - *WHOLE CLASS*

5. Transition to Next Card - *WHOLE CLASS*

The activity on Card 2 is optional. Let students know if you want them to skip it.



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL



WRITING PROMPT:

Directions

1. Turn to Volume III, Chapter 1, page 127, in the graphic novel, and reread pages 127–128.
2. Answer the question below.
3. Discuss your answer with your partner.



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

Directions

1. Turn to Volume I, Chapter 3, page 38, in the graphic novel, and reread pages 38–39.
2. Which parts of this passage remind you of Wordsworth's poem?
3. Discuss your answer with your partner.



LIGHT



CORE



CHALLENGE

WRITING PROMPT:

Directions

1. Turn to Volume I, Chapter 3, page 38, in the graphic novel, and reread pages 38–39.
2. Which parts of this passage remind you of Wordsworth's poem?
3. Discuss your answer with your partner.



5

WRITING

Write: Frankenstein and
“The Tables Turned”

Write: Frankenstein and “The Tables Turned”



Students use Wordsworth’s poem as a lens through which to analyze a passage from *Frankenstein*.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Cards 3–4: Students use these cards to refer to relevant text passages.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you think the speaker in Wordsworth’s poem would approve of Victor Frankenstein’s research.
- you think the speaker in Wordsworth’s poem would have some advice for Victor.
- you think Victor learns important things from his research into books and science.
- you think that Victor misses some important ideas because he ignores everything but his research and books.
- you think the speaker in Wordsworth’s poem would see eye to eye with Henry Clerval.



CORE

WRITING PROMPT:



What would the speaker in Wordsworth's poem say to Victor Frankenstein? Use textual evidence from the poem *and* from one of the *Frankenstein* passages in your answer.

To see the *Frankenstein* passages, click NEXT or turn to pages 38–39 and 127–128 in the graphic novel.



SUBSTANTIAL

WRITING PROMPT:

1. Read the following quotes from the poem:

WRITING PROMPT:

2. Read the following quotes from *Frankenstein*:

WRITING PROMPT:

What advice would the speaker in Wordsworth's poem give Victor Frankenstein?

Choose one or both of these sentence starters to help you get started writing:

- In the poem, the speaker tells his friend to stop _____ and start _____ instead. I know this because _____.
- I think the speaker would tell Victor Frankenstein to _____ because _____.



ELL DEV

WRITING PROMPT:

What advice would the speaker in Wordsworth's poem give Victor Frankenstein?

Choose one or both of these sentence starters to help you get started writing:

- In the poem, the speaker tells his friend to stop _____ and start _____ instead. I know this because _____.
- I think the speaker would tell Victor Frankenstein to _____ because _____.

 **MODERATE**

WRITING PROMPT:

3. What advice would the speaker in Wordsworth's poem give to Victor Frankenstein? Use textual evidence from the poem *and* from one of the *Frankenstein* passages in your answer.

Choose one or two of these sentence starters to help you get started writing:

- The speaker tells his friend to stop _____ and start _____ instead.
- The speaker thinks that books and studying are _____ and nature is _____.
- I think the speaker would tell Victor Frankenstein to _____ because _____.

To see the *Frankenstein* passages, click NEXT or turn to pages 38–39 and 127–128 in the graphic novel.

 **LIGHT**

WRITING PROMPT:

What would the speaker in Wordsworth's poem say to Victor Frankenstein?

Choose one or two of these sentence starters to help you get started writing:

- I believe that the speaker would say _____.
- The speaker would most likely say _____.
- The speaker might say _____.

To see the *Frankenstein* passages, click NEXT or turn to pages 38–39 and 127–128 in the graphic novel.

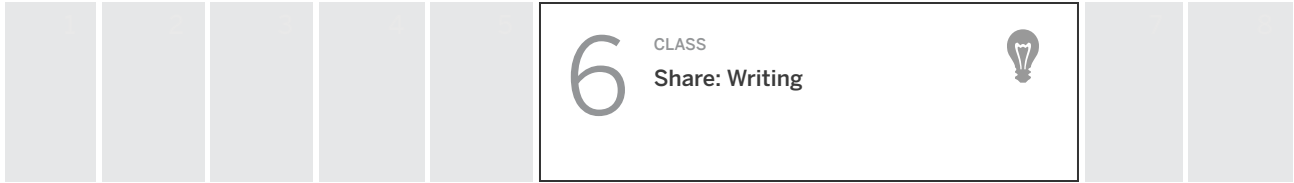
 **CHALLENGE**

WRITING PROMPT:



Did Victor Frankenstein dislike or avoid beautiful, natural settings? Can you imagine him benefitting from the advice given by the speaker in Wordsworth's poem "The Tables Turned"? Why or why not? Use textual evidence from both the poem and the graphic novel to support your answer.

To see the *Frankenstein* passages, click NEXT or turn to pages 38–39 and 127–128 in the graphic novel.



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:



Original Writing Prompt

What would the speaker in Wordsworth's poem say to Victor Frankenstein? Use textual evidence from the poem *and* from one of the *Frankenstein* passages in your answer.



Exit Ticket



Students select evidence from *Frankenstein* to support claims based on Wordsworth's poem.

Card 1 Instructional Guide

Solutions

The speaker in Wordsworth's poem would say that Frankenstein is spending too much time in the lab.

A. "And the same feelings which made me neglect the scenes around me caused me also to forget those friends who were so many miles absent, and whom I had not seen for so long a time." (4)

The speaker in Wordsworth's poem would say that Frankenstein is missing out on the joys of nature.

B. "It was a most beautiful season; never did the fields bestow a more plentiful harvest, or the vines yield a more luxuriant vintage: but my eyes were insensible to the charms of nature." (4)



Progress indicator: 7 grey boxes, 8th box highlighted. Box 8 contains: 8 INDIVIDUAL Solo

Solo



Students read a passage from *A Lady's Life in the Rocky Mountains* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

ELL DEV **MODERATE** **LIGHT** **CORE** **CHALLENGE**
 SUBSTANTIAL

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Highlight and annotate the passage as directed.
3. Answer the questions.

ELL DEV **MODERATE** **SUBSTANTIAL**

WRITING PROMPT:

Read the passage from *A Lady's Life in the Rocky Mountains*.

Highlight two places in your reading that grabbed your attention.



Add a note to describe what you noticed and think about each place in the text.

 **LIGHT**  **CORE**  **CHALLENGE**

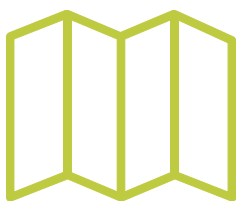
WRITING PROMPT:

Read the passage from *A Lady's Life in the Rocky Mountains*.

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.





Lesson 2

Byron and Looms



Overview

In this lesson, students read part of a speech Lord Byron made to the House of Lords in England when they debated the 1812 Frame Breaking Act (which made the destruction of new mechanized looms—stocking frames—a capital felony). In his address, Byron defends the Luddites who destroyed the new technology that they believed was robbing them of their livelihood.

To begin, students do a cold reading of the first three paragraphs of Byron's speech and reread like a detective to figure out whom he's speaking to and why. After substantiating their guesses, students read some background information to contextualize the speech and see how much they were able to figure out without prior knowledge. Then students focus on a paragraph from the middle of his speech, where Byron reviews the situation from both sides of the conflict and uses a combination of straightforward and ironic language. Students learn the definition of verbal irony, highlight the places where Byron is uses verbal irony, and isolate moments where he conveys perspectives from both sides of the conflict.

At the end of the lesson, students write about whether Byron's speech conveys a positive or negative attitude toward technological innovation.

Connections to Other Lessons

In "Man and Machines," the fifth lesson of this sub-unit, students will analyze another poem through the lens of two characters they've learned about in the previous four lessons. Lord Byron will be one of their options.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Select Text: Who? What? Why? (15 min)

Students closely read the opening of Byron's speech to discover clues about his audience and purpose.



READING

3

Introduce: Verbal Irony (15 min)

Students notice Byron's use of verbal irony in a paragraph and analyze which side he sounds most sympathetic toward.



CLASS

4

Write: Man and Machines (12 min)

Students evaluate Byron's attitude toward technological innovation.



WRITING

5

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



CLASS

6

Wrap-Up: Frankenstein Connections (5 min)

Student discuss the Industrial Revolution and how this relates to *Frankenstein*.



CLASS



7

Exit Ticket (4 min)

Students select the argument that best represents Lord Byron's point of view in the passage.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *A History of US 4: The New Nation, 1789–1850* by Joy Hakim and answer questions that require attention to details and evidence.

INDIVIDUAL

9

Challenge Writing (30 min)

Students independently read a new text and complete one of two challenge prompts.



EXTRA



Preparation

Read passages from “Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812,” by Lord Byron.

This lesson provides Challenge Writing Prompts. Review these prompts and determine if the challenge writing will be helpful for any of your students.

Exit Ticket

In Activity 7, students select the argument that best represents Lord Byron's point of view in the passage.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.8.5.A

Interpret figures of speech (e.g., verbal irony, puns) in context.

CCSS.ELA-LITERACY.RI.8.1



WORDS TO USE

- Protruding
- Abnormal
- Psychological
- Melodramatic



MATERIALS

Excerpts from Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812
1 - Debate on the Frame-Work Bill: Excerpt 1

A History of US 4: The New Nation, 1789–1850
21 - Yankee Ingenuity: Cotton and Muskets

Exit Ticket Projection



Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCSS.ELA-LITERACY.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Select Text: Who? What? Why?

Assign students to the level of support that matches their needs.

◆ Core

Students closely read the first three paragraphs of Byron's speech to discover clues about whom he's talking to and what prompted him to speak up.

**■ ● ■ Substantial, ELL (Dev), Moderate**

This alternate activity provides sentence starters to help students explain whom Byron is talking to in his speech and what prompted him to speak up.

+Activity 3, Introduce: Verbal Irony

Students may need some everyday examples to grasp the concept of verbal irony. Ask them if they have ever heard people say, “Well that’s just great,” when something bad happens—when they have just missed the bus or train, or they discover they’re locked out of the house, or the store they need to go to is closed.

Assign students to the level of support that matches their needs.

◆ Core

Students notice Byron’s use of verbal irony in a paragraph and analyze which side he sounds most sympathetic toward.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides more explicit instruction and multiple-choice questions to help students notice Byron’s use of verbal irony in a paragraph and analyze which side he sounds most sympathetic toward.

+Activity 4, Write: Man and Machines

Use the over-the-shoulder conference guides to support students’ individual needs while they are writing.

Assign students to the level of support that matches their needs.

◆ Core

Students evaluate Byron’s attitude toward technological innovation.

■ Substantial

This alternate Writing Prompt uses reduced text and provides quotes from the text and sentence starters to help students evaluate Byron’s attitude toward technological innovation.

● ELL (Dev)

This alternate Writing Prompt provides guiding questions, quotes from the text, and sentence starters to help students evaluate Byron’s attitude toward technological innovation.

■ Moderate

This alternate Writing Prompt provides guiding questions and sentence starters to help students evaluate Byron’s attitude toward technological innovation.



► Light

This alternate Writing Prompt provides sentence starters to help students evaluate Byron's attitude toward technological innovation.

+Activity 8, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *A History of US 4: The New Nation, 1789–1850* by Joy Hakim and answer questions that require attention to details and evidence.

■ ● Substantial, ELL (Dev)

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

<p>1 VOCABULARY Vocabulary Activities V</p>								
---	--	--	--	--	--	--	--	--

Vocabulary Activities



2

READING

Select Text: Who? What?
Why?

Select Text: Who? What? Why?



Students closely read the opening of Byron's speech to discover clues about his audience and purpose.

Card 1 Instructional Guide

Card 1: Students read the text and use textual clues to identify whom Byron is addressing.

Card 2: Students use textual clues to try to determine the conflict being described and the parties on each side.

Card 3: Students use textual clues to try to determine which side of the conflict Byron supports.

Card 4: Students read a summary of the conflict and Byron's reaction to check the accuracy of their textual interpretation.

1. Introduce Reading - *WHOLE CLASS*



Today we're going to read part of a speech that Lord Byron, a poet and friend of Mary Shelley's, gave in 1812, just six years before she wrote *Frankenstein*.



We're going to read the first few paragraphs of the speech cold: I'm not going to tell you who Byron is talking to or what he's talking about. Pay close attention and see how much you can figure out from the words in the text.

2. Read Aloud - *WHOLE CLASS*

3. Activity on Card - *INDIVIDUAL*

4. Share Responses: Collaborate and Refine - *WHOLE CLASS*



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL

WRITING PROMPT:



Directions

1. Read this summary of the events behind Lord Byron's speech that you just read.
2. When you finish reading, go back and review your answers to the previous questions. Did you manage to determine some of this background from your close read of Lord Byron's speech?



3

CLASS

Introduce: Verbal Irony



Introduce: Verbal Irony



Students notice Byron's use of verbal irony in a paragraph and analyze which side he sounds most sympathetic toward.

Card 1 Instructional Guide

Card 1: Students review the definition of verbal irony and use personal examples to examine its purpose.

Card 2: Students read the text and identify Byron's use of verbal irony.

Card 3: Students look closely at Byron's use of verbal irony to determine his true attitude toward the riots.

1. Introduce Topic - *WHOLE CLASS*

Next, we're going to read a paragraph from the middle of the speech where Byron explains the conflict from both sides of the situation. The language will be tricky because sometimes he uses verbal irony, which is similar to sarcasm, but sarcasm is usually meant to be mean or hurt someone's feelings. Verbal irony isn't meant to be mean or hurt someone's feelings.

2. Activity on Card - *INDIVIDUAL*

3. Share Responses - *WHOLE CLASS*

Invite students to share their own examples of verbal irony.



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

Directions

1. Highlight the parts where Byron uses verbal irony.



 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Directions

1. Highlight the parts where Byron uses verbal irony.



4

WRITING

Write: Man and Machines



Write: Man and Machines



Students evaluate Byron's attitude toward technological innovation.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words in order to provide a basis for formative assessment.

Warm-Up - *WHOLE CLASS*



Raise your hand if..

- you think that Byron felt sympathy for the mill workers (the rioters).
- you think that Byron felt sympathy for the mill owners (the frame proprietors).
- you think that Byron's speech would make the members of Parliament want to punish the rioters severely.
- you think that Byron's speech would make the members of Parliament want to treat the rioters less severely.



ELL DEV

WRITING PROMPT:

Does Byron think that the new looms are good or bad for mankind?

You can access Excerpt 2 using the arrow below the text.

Choose one or two of these sentence starters to help you get started writing.



- Byron thinks the frame proprietors (should/should not) be using the new machines. I know this because _____.
- Byron thinks the workers (did/did not) have a good reason to riot because _____.
- Byron thinks the new looms are (good/bad) for mankind because _____. I know this because _____.

MODERATE

WRITING PROMPT:

3. Does Byron think that the new looms are good or bad for mankind?

You can access Excerpt 2 using the arrow below the text.

Choose one or two of these sentence starters to help you get started writing.

- Byron thinks the frame proprietors (should/should not) be using the new machines because _____.
- Byron thinks the workers (did/did not) have a good reason to riot because _____.
- Byron thinks the new looms are (good/bad) for mankind because _____.

LIGHT

WRITING PROMPT:

Would Byron argue that technological innovations (like the new looms) are good or bad for mankind?

You can access Excerpt 2 using the arrow below the text.

Choose one or two of these sentence starters to help you get started writing.

- I believe Byron would argue that _____.
- I think Byron would argue that _____.
- Byron would argue that the new looms are _____ because _____.



 **SUBSTANTIAL**

WRITING PROMPT:

Reread the quotes from the text.

- “...nothing but absolute want could have driven a large and once honest and industrious body of the people into the commission of excesses so hazardous to themselves, their families, and the community.” (4)
- “These machines were to them [the proprietors] an advantage, as they superseded the necessity of employing a number of workmen, who were left in consequence to starve.” (5)
- “Yet it is to be observed that the work thus executed was inferior in quality...” (5)
- “The rejected workmen, in the blindness of their ignorance, instead of rejoicing at these improvements in arts so beneficial to mankind, conceived themselves to be sacrificed to improvements in mechanism.” (5)
- “In the foolishness of their hearts, they imagined that the maintenance and well doing of the industrious poor, were objects of greater consequence than the enrichment of a few individuals....” (5)

WRITING PROMPT:

Does Byron think that the new looms are good or bad for mankind?

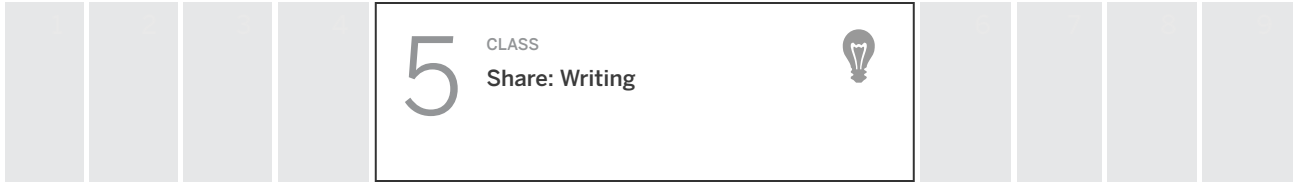
Choose one or two of these sentence starters to help you get started writing.

- **Byron thinks the frame proprietors (should/should not) be using the new machines. I know this because _____.**
- **Byron thinks the workers (did/did not) have a good reason to riot. I know this because _____.**
- **Byron thinks the new looms are (good/bad) for mankind because _____. I know this because _____.**

 **CORE**  **CHALLENGE**

WRITING PROMPT:

Based on Byron's observations about the impact of the new looms on the mill workers and owners, would you expect Byron to argue that technological innovations (like the new looms) are good or bad for mankind? Substantiate your claim with evidence from Byron's address to the House of Lords. You can access Excerpt 2 using the arrow below the text.



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Share Writing - *WHOLE CLASS*

Call on 2–3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Activity on Card - *INDIVIDUAL*

After students share and respond to one another's writing, you can tell them that, despite Byron's efforts, the House of Lords ultimately decided to make frame breaking a felony punishable by death.



WRITING PROMPT:

Original Writing Prompt

Does Byron think that the new looms are good or bad for mankind?



6

CLASS

Wrap-Up: Frankenstein
Connections

Wrap-Up: Frankenstein Connections






Student discuss the Industrial Revolution and how this relates to *Frankenstein*.

Card 1 Instructional Guide

1. Present Background to Industrial Revolution - *WHOLE CLASS*

- Byron speaks about textile workers who rioted when labor-saving machinery was introduced.
- Some workers destroyed the new machines, which could be run by fewer and less-skilled workers and would therefore result in many workers losing their jobs.
- The Frame Breaking Act, passed in 1812, made destroying these machines a crime punishable by death.

2. Discuss Questions on Card: Connect and Explain - *WHOLE CLASS*

-  Six years later, Mary Shelley's novel *Frankenstein* was published. Do you think Shelley was influenced by circumstances surrounding the Frame Breaking Act in particular, and the Industrial Revolution in general?
-  Is there a way in which the creature could be considered a machine?
-  Do you think Shelley's novel *Frankenstein* directly or indirectly addresses the Industrial Revolution?



7 INDIVIDUAL
Exit Ticket



Exit Ticket



Students select the argument that best represents Lord Byron's point of view in the passage.

Card 1 Instructional Guide

Solutions

A. The new machines give advantages to only a small number of businesspeople and harm the interests of the poor.



A horizontal bar with eight segments. The eighth segment from the left is highlighted in white and contains a large number '8', the word 'INDIVIDUAL' above 'Solo', and a small icon of two people with a plus sign.

Solo



Students read a passage from *A History of US 4: The New Nation, 1789–1850* by Joy Hakim and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

● **ELL DEV** ■ **MODERATE** ▲ **LIGHT** ◆ **CORE** ▲ **CHALLENGE**

▲ **SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Highlight and annotate the passage as directed.
3. Answer the questions.

● **ELL DEV** ■ **MODERATE** ▲ **SUBSTANTIAL**

WRITING PROMPT:

Read the passage from Chapter 21, "Yankee Ingenuity: Cotton and Muskets."

Highlight two places in your reading that grabbed your attention.



Add a note to describe what you noticed and think about each place in the text.



LIGHT



CORE



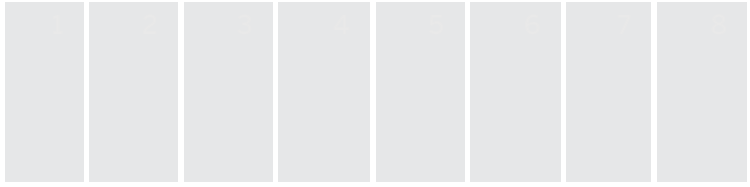
CHALLENGE

WRITING PROMPT:

Read the passage from Chapter 21, “Yankee Ingenuity: Cotton and Muskets.”

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



9

EXTRA

Challenge Writing



Challenge Writing



Students independently read a new text and complete one of two challenge prompts.

Card 1 Instructional Guide

1. Read New Text - *INDIVIDUAL*

2. Select Prompt - *WHOLE CLASS*

Assign students one of the writing prompts or allow them to choose.

- Prompt 1: **Informative** prompt in response to one text
- Prompt 2: **Argumentative** prompt synthesizing two texts

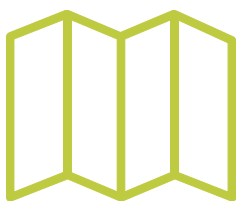
3. Activity on Card - *INDIVIDUAL*

WRITING PROMPT:

Writing Prompt 1 (Informative): The author of “Telling It Like It Is” describes Mother Jones’s struggle to inform the public about the conditions of children who worked in the cotton mills. Why does Mother Jones call herself a “hell-raiser”? Use evidence from the text to support your answer.

Writing Prompt 2 (Argumentative): Are there similarities between Lord Byron and Mother Jones? Use evidence from both texts to support your claim.





Lesson 3

Poetical Science



Overview

In this lesson, students meet Ada Lovelace—daughter of Lord Byron—who pioneered computer programming in the 1840s. To begin the lesson, students write about whether they personally learned or inherited any traits from their own families. Then, they study an image of Ada Lovelace, make guesses about who she may have been, and discuss whether they're surprised, based on appearances alone, to learn about her role in computer history. Next, students read selections from Walter Isaacson's *The Innovators: How a Group of Inventors, Hackers, Geniuses, and Geeks Created the Digital Revolution*, in which they learn about Ada's parents' relationship, the traits she inherited from each one, and the unique way she combined their contrasting characteristics. At the end of the lesson, students return to the poll they took at the beginning of class and evaluate whether they're still surprised by Ada's historical significance.

Connections to Other Lessons

In "Man and Machines," the fifth lesson of this sub-unit, students will analyze another poem through the lens of two characters they've learned about in the previous four lessons. Ada Lovelace will be one of their options.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Who Do You Take After? (8 min)

Before learning about the traits Ada Lovelace inherited from her parents, students consider whether they learned or inherited any traits from their families.



INDIVIDUAL

3

Make Predictions About Ada Lovelace (7 min)

Students consider an image of Ada Lovelace and form guesses about who she was and what she did.



CLASS

4

Read: The Two Sides of Ada Lovelace (30 min)

Students read about Ada's parents' relationship, the traits she inherited from each, and the combination these traits produced in her.



READING

5

Wrap-Up: Poll (5 min)

Students revisit the poll they responded to at the beginning of class and discuss whether their responses have changed.



CLASS

6

Exit Ticket (4 min)

Students trace the influences of Ada's parents on her character.



INDIVIDUAL

7

Solo (15 min)

Students read a passage from *The Innovators* and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

Read “Excerpts from Ada, Countess of Lovelace” (from *The Innovators: How a Group of Inventors, Hackers, Geniuses, and Geeks Created the Digital Revolution* by Walter Isaacson).

Exit Ticket

In Activity 6, students trace the influences of Ada’s parents on her character.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.10



WORDS TO USE

- Detonation
- Romantic
- Impractical
- Empirical



MATERIALS

Excerpts from Ada, Countess of Lovelace (from *The Innovators*)
1 - Excerpt #1: Introducing Ada

Ada, Countess of Lovelace
(adapted from <cite>The Innovators</cite>)
1 - Ada, Countess of Lovelace

Exit Ticket Projection



By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.6

Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Write: Who Do You Take After?

If students are not comfortable talking about themselves with the whole class, you may choose to have them share in pairs instead.

If students are having difficulty with this activity, ask them prompting questions: How would you describe your own behavior? Is it similar to that of any family member? Do you act or look like someone else in the family? Do you share the same interests?

Assign students to the level of support that matches their needs.

◆ Core

Before learning about the traits Ada Lovelace inherited from her parents, students consider whether they personally learned or inherited any traits from their own families.



■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students write about traits they may have inherited from their own families.

+Activity 3, Write: Make Predictions about Ada Lovelace

Assign students to the level of support that matches their needs.

◆ Core

Students consider an image of Ada Lovelace and form guesses about who she was and what she did.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students explain their guesses about who Ada Lovelace was and what she did.

+Activity 7, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *The Innovators* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and reducing the number of questions students will answer about the passage.

<p>1 VOCABULARY Vocabulary Activities V</p>						
---	--	--	--	--	--	--

Vocabulary Activities



2

INDIVIDUAL

Who Do You Take After?



Who Do You Take After?



Before learning about the traits Ada Lovelace inherited from her parents, students consider whether they learned or inherited any traits from their families.

Card 1 Instructional Guide

1. Activity on Card - *INDIVIDUAL*
2. Share Responses - *WHOLE CLASS*



3

CLASS

Make Predictions About
Ada Lovelace



Make Predictions About Ada Lovelace



Students consider an image of Ada Lovelace and form guesses about who she was and what she did.

Card 1 Instructional Guide

Card 1: Students study a painting of Ada Lovelace and use details to predict how she spent her time.

Card 2: Students learn Ada Lovelace's place in history and use poll to discuss their misconceptions from the painting.

1. Activity on Card - **INDIVIDUAL**
2. Share Responses: Select and Discuss - **WHOLE CLASS**



4

READING

Read: The Two Sides of
Ada Lovelace

Read: The Two Sides of Ada Lovelace



Students read about Ada's parents' relationship, the traits she inherited from each, and the combination these traits produced in her.

Card 1 Instructional Guide

Card 1: Students read and highlight where descriptions of Lovelace are connected to her father, her mother, and both.

Card 2: Students answer questions about the relationship between Lovelace and Lord Byron.

Card 3: Students identify how the parents' relationship impacted Lovelace to understand her later focus and interests.

Card 4: Students explain the mother's interest in Lovelace's pursuit of math and describe their reaction to her reasoning.

1. Play Audio - *WHOLE CLASS*

Tell students to follow along in the passage as they listen to this audio.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses: Collaborate and Refine - *WHOLE CLASS*

WRITING PROMPT:

Directions

1. As you listen to the audio, read this passage from Chapter 1 of *The Innovators: How a Group of Inventors, Hackers, Geniuses, and Geeks Created the Digital Revolution* by Walter Isaacson.
2. In paragraph 1, highlight in **green** any words or phrases that give you a clue about Ada's personality.
3. In paragraph 2, highlight in **yellow** any words or phrases that show the side of Ada that came from her father.
4. In paragraph 2, highlight in **blue** any words or phrases that show the side of Ada that came from her mother.



Card 2 Instructional Guide

Card 1: Students read and highlight where descriptions of Lovelace are connected to her father, her mother, and both.

Card 2: Students answer questions about the relationship between Lovelace and Lord Byron.

Card 3: Students identify how the parents' relationship impacted Lovelace to understand her later focus and interests.

Card 4: Students explain the mother's interest in Lovelace's pursuit of math and describe their reaction to her reasoning.

1. Activity on Card - *INDIVIDUAL*

2. Discuss Responses - *WHOLE CLASS*

Solutions

5. A. Lord Byron

6. Lord Byron: B. didn't trust the changes caused by the Industrial Revolution.

Ada Lovelace: A. found a way to combine the ideas of the past with the technology of the future.

Card 3 Instructional Guide

Card 1: Students read and highlight where descriptions of Lovelace are connected to her father, her mother, and both.

Card 2: Students answer questions about the relationship between Lovelace and Lord Byron.

Card 3: Students identify how the parents' relationship impacted Lovelace to understand her later focus and interests.

Card 4: Students explain the mother's interest in Lovelace's pursuit of math and describe their reaction to her reasoning.

1. Play Audio - *WHOLE CLASS*

Tell students to follow along in the passage as they listen to this audio.

2. Activities on Card - *INDIVIDUAL*

3. Discuss Responses: Collaborate and Refine - *WHOLE CLASS*



Card 4 Instructional Guide

Card 1: Students read and highlight where descriptions of Lovelace are connected to her father, her mother, and both.

Card 2: Students answer questions about the relationship between Lovelace and Lord Byron.

Card 3: Students identify how the parents' relationship impacted Lovelace to understand her later focus and interests.

Card 4: Students explain the mother's interest in Lovelace's pursuit of math and describe their reaction to her reasoning.

1. Play Audio - *WHOLE CLASS*

Tell students to follow along in the passage as they listen to this audio.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses: Collaborate and Refine - *WHOLE CLASS*



				5 CLASS Wrap-Up: Poll			
--	--	--	--	---------------------------------	--	--	--

Wrap-Up: Poll



Students revisit the poll they responded to at the beginning of class and discuss whether their responses have changed.

Card 1 Instructional Guide

- 1. Activity on Card - *INDIVIDUAL*
- 2. Project and Discuss Poll Results - *WHOLE CLASS*

Did your answers change from the beginning of the lesson? Why?



6 INDIVIDUAL
Exit Ticket



Exit Ticket



Students trace the influences of Ada's parents on her character.

Card 1 Instructional Guide

Solutions

1. Lord Byron: gave her a rebellious spirit.
Lady Byron: gave her a love of mathematics.



						<div data-bbox="938 310 993 403" style="font-size: 2em; font-weight: bold;">7</div> <div data-bbox="1015 310 1117 331" style="font-size: 0.8em;">INDIVIDUAL</div> <div data-bbox="1015 344 1068 371" style="font-weight: bold;">Solo</div> <div data-bbox="1377 304 1432 361" style="font-size: 1.5em;">+</div>
--	--	--	--	--	--	---

Solo



Students read a passage from *The Innovators* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

● **ELL DEV**
■ **MODERATE**
▲ **LIGHT**
◆ **CORE**
◀ **CHALLENGE**

▲ **SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Highlight and annotate the passage as directed.
3. Answer the questions.

● **ELL DEV**
■ **MODERATE**
▲ **SUBSTANTIAL**

WRITING PROMPT:

Read the passage from "Ada, Countess of Lovelace".

Highlight two places in your reading that grabbed your attention.



Add a note to describe what you noticed and think about each place in the text.



LIGHT



CORE



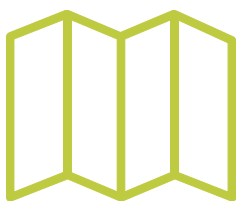
CHALLENGE

WRITING PROMPT:

Read the passage from "Ada, Countess of Lovelace."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about each place in the text.



Lesson 4

Lovelace's Insights



Overview

In this lesson, students learn about Ada Lovelace's contributions to the history of computer science. First they read and highlight a selection from Walter Isaacson's *The Innovators*, in which they learn about Charles Babbage and his first calculating invention, the Difference Engine. Students view a re-creation of Babbage's machine and contrast it with today's technology. Then, students read and answer questions about Lovelace's collaboration with Babbage on the computer he designed but never got to build, the Analytical Engine. To picture the machinery that facilitated his new invention, students view images of a Jacquard loom and a woven textile. Finally, students read about two of Lovelace's most famous insights on the Analytical Engine, explain how her vision presaged modern computers, and connect her writing to their beliefs about artificial intelligence.

Connections to Other Lessons

In "Man and Machines," the fifth lesson of this sub-unit, students will analyze another poem through the lens of two characters they've learned about in the previous four lessons. Ada Lovelace will be one of the options.



Lesson at a Glance

ACTIVITY

Vocabulary Activities



VOCABULARY

1

2

Read: Babbage and the Difference Engine (20 min)

Students read and answer questions about Charles Babbage and his Difference Engine.



READING

3

Read: The Analytical Engine (20 min)

Students read and answer questions about Lovelace's collaboration with Babbage on the Analytical Engine.



READING

4

Read: Lovelace's Insights (20 min)

Students read about Lovelace's collaboration with Babbage and connect her insights to modern computers.



READING

5

Exit Ticket (4 min)

Students analyze the contributions that Lovelace and Babbage made to the development of computer technology.



INDIVIDUAL

6

Solo (15 min)Students read a passage from *Steve Jobs: Technology Innovator and Apple Genius* and answer questions that require attention to details and evidence.

INDIVIDUAL



Preparation

If you have not finished reading “Excerpts from Ada, Countess of Lovelace” (from *The Innovators: How a Group of Inventors, Hackers, Geniuses, and Geeks Created the Digital Revolution* by Walter Isaacson), do so now.

Exit Ticket

In Activity 5, students analyze the contributions that Lovelace and Babbage made to the development of computer technology.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.



WORDS TO USE

- Equivalent
- Ethical
- Finite
- Furthermore



MATERIALS

Excerpts from Ada, Countess of Lovelace (from *The Innovators*)
4 - Excerpt #4: Babbage and His Difference Engine

Steve Jobs: Technology Innovator and Apple Genius
6 - Whiz Kid

Image of Difference Engine

Left: Detailed Portrait of J.M. Jacquard. Right: Jacquard Weaving Loom

Exit Ticket Projection



+Activity 2, Read: Babbage and the Difference Engine

Card 1: If students are having difficulty understanding aspects of the Difference Engine, direct them to focus on the final paragraph of this reading.

Card 3: If students have difficulty writing fluently, they can write a list or highlight the answers to this question to reduce the amount of writing required.

Assign students to the level of support that matches their needs.

◆ Core

Students read and answer questions about Charles Babbage and his Difference Engine.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students answer questions about Charles Babbage and his Difference Engine.

+Activity 3, Read: The Analytical Engine

Card 1: If students are having difficulty understanding aspects of the Analytical Engine, direct them to focus on the second and third paragraphs of this reading.

Cards 1 and 3: If students have difficulty writing fluently, they can write a list or highlight the answers to these questions to reduce the amount of writing required.

Assign students to the level of support that matches their needs.

◆ Core

Students read and answer questions about Lovelace's collaboration with Babbage on the Analytical Engine.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students answer questions about Lovelace's collaboration with Babbage on the Analytical Engine.

+Activity 4, Read: Lovelace's Insights

Card 1: If students are having difficulty understanding this text, direct them to focus on the last sentence of the first paragraph and the last sentence of the second paragraph.

Assign students to the level of support that matches their needs.

◆ Core

Students read about Lovelace's collaboration with Charles Babbage and connect her insights to modern computers.

**■ ● ■ Substantial, ELL (Dev), Moderate**

This alternate activity provides sentence starters to help students read about Lovelace's collaboration with Charles Babbage and connect her insights to modern computers.

+Activity 6, Solo

Assign students to the level of support that matches their needs.

◆ Core

Students read a passage from *Steve Jobs: Technology Innovator and Apple Genius* and answer questions that require attention to details and evidence.

■ ● ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and by reducing the number of questions students will answer about the passage.

<p>1 VOCABULARY Vocabulary Activities V</p>					
---	--	--	--	--	--

Vocabulary Activities



2

READING

Read: Babbage and the
Difference Engine



Read: Babbage and the Difference Engine



Students read and answer questions about Charles Babbage and his Difference Engine.

Card 1 Instructional Guide

Card 1: Students read the fourth selection from *The Innovators* to understand Lovelace's interest in Babbage's Difference Engine.

Card 2: Students compare an image of Babbage's machine to a calculator and reflect on why the 1842 machine inspired awe.



Card 3: Students read the fifth selection from *The Innovators* to understand what was innovative about the Analytical Engine.

1. Play Audio - *WHOLE CLASS*

Tell students to follow along in the passage as they listen to this audio.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses - *WHOLE CLASS*

-  What is it about these machines that makes them "beautiful" to you?
-  Why do you think Ada Lovelace considered Babbage's invention to be beautiful?



3

READING

Read: The Analytical
Engine

Read: The Analytical Engine



Students read and answer questions about Lovelace's collaboration with Babbage on the Analytical Engine.

Card 1 Instructional Guide

Card 1: Students read the sixth selection from *The Innovators* to understand the background of Lovelace's "Notes by the Translator."

Card 2: Students consider an image of Jacquard's loom to reflect on how the machine works.

Card 3: Students read the seventh selection from *The Innovators* to understand how punch cards improve the Analytical Machine.

1. Play Audio - *WHOLE CLASS*

Tell students to follow along in the passage as they listen to this audio.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses: Collaborate and Refine - *WHOLE CLASS*



Why do you think it might have been unusual for Lovelace to write and publish her writing on this subject at that time?



ELL DEV



MODERATE



LIGHT



CORE



CHALLENGE



SUBSTANTIAL

WRITING PROMPT:

4. Review both images. The image on the left is a piece of fabric that was woven by the machine on the right.



5. How do you think this machine could create an image like this?



4

READING

Read: Lovelace's Insights



Read: Lovelace's Insights



Students read about Lovelace's collaboration with Babbage and connect her insights to modern computers.

Card 1 Instructional Guide

Card 1: Students read the eighth selection from *The Innovators* to understand Lovelace's insight about the machine's flexibility.

Card 2: Students read the ninth selection from *The Innovators* to understand Lovelace's insight about the machine's use of symbols.


Card 3: Students read the tenth selection from *The Innovators* to understand Lovelace's objection to the idea of machine intelligence.

1. Play Audio - *WHOLE CLASS*

Tell students to follow along in the passage as they listen to this audio.

2. Activity on Card - *INDIVIDUAL*

3. Discuss Responses: Collaborate and Refine - *WHOLE CLASS*

 Why do you think Lovelace's observations about the Analytical Engine were useful or important?

 **ELL DEV**  **MODERATE**  **SUBSTANTIAL**

WRITING PROMPT:

As you listen to the audio, follow along in this passage from Chapter 1 of *The Innovators: How a Group of Inventors, Hackers, Geniuses, and Geeks Created the Digital Revolution* by Walter Isaacson.



 **LIGHT**  **CORE**  **CHALLENGE**



5 INDIVIDUAL
Exit Ticket 

Exit Ticket

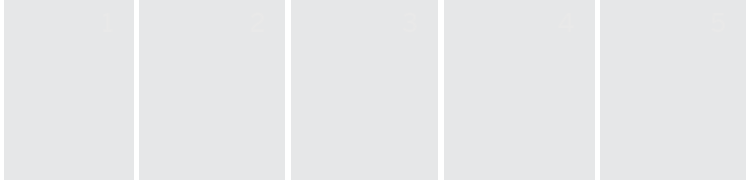


Students analyze the contributions that Lovelace and Babbage made to the development of computer technology.

Card 1 Instructional Guide

Solutions

- Lovelace: Developed important concepts and theories
- Babbage: Built one of the first computers



6

INDIVIDUAL
Solo



Solo



Students read a passage from *Steve Jobs: Technology Innovator and Apple Genius* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

 **ELL DEV**  **MODERATE**  **LIGHT**  **CORE**  **CHALLENGE**

 **SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Highlight and annotate the passage as directed.
3. Answer the questions.

 **ELL DEV**  **MODERATE**  **SUBSTANTIAL**

WRITING PROMPT:

Read the passage from the chapter, "Whiz Kid."

Highlight two places in your reading that grabbed your attention.



Add a note to describe what you noticed and thought about each place in the text.

 **LIGHT**  **CORE**  **CHALLENGE**

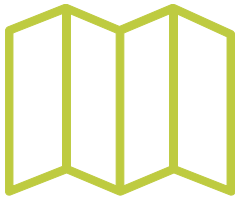
WRITING PROMPT:

Read the passage from the chapter, "Whiz Kid."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and thought about each place in the text.





Lesson 5

Man and Machines



Overview

In this lesson, students read a poem called “All Watched Over by Machines of Loving Grace,” by Richard Brautigan, and write about how Lovelace, Byron, or the speaker in “The Tables Turned” would respond to it.

In the first part of the lesson, students read Brautigan's poem once all the way through, share their initial impressions with a partner, and read it again. Then, they revisit the poem more closely, analyzing the author's use of imagery and language to determine what the poem says explicitly.

In the second part of the lesson, students write about how two of the three figures they've studied in this unit—Byron, Lovelace, and the speaker in Wordsworth's poem—would feel about the world Brautigan imagines. The Writing Prompt requires students to analyze evidence from three different texts: Brautigan's poem, as well as two of the other texts they've read in the Poetical Science sub-unit.

Connections to Other Lessons

In this lesson, students review readings from Poetical Science Lessons 1–4 and connect them to Brautigan's poem.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Read: Machines of Loving Grace (8 min)

Students read Richard Brautigan's poem and share their first impressions with a partner.



READING

3

Connect Text: Machines of Loving Grace (10 min)

Students analyze the language and imagery in Brautigan's poem to make inferences about the speaker's meaning.



READING

4

Discuss: Other Views (6 min)

Students consider the ways in which Wordsworth, Byron, and Lovelace might respond to Brautigan's imaginary world.



CLASS

5

Write: Man and Machines (12 min)

Students write about what Lovelace, Byron, or the speaker in Wordsworth's poem would think about the world described in Brautigan's poem.



WRITING

6

Share: Writing (5 min)

Students share their writing and have the opportunity to respond to a peer's writing.



CLASS



7

Exit Ticket (4 min)

Students answer questions about what the poem says explicitly and implicitly.

INDIVIDUAL

8

Solo (15 min)

Students read a passage from *Steve Jobs: Technology Innovator and Apple Genius* and answer questions that require attention to details and evidence.



INDIVIDUAL



Preparation

Plan to assign students partners for Activity 2.

Exit Ticket

In Activity 7, students answer questions about what the poem says explicitly and implicitly.

Skills & Standards

Focus Standards

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Other Standards Addressed in This Lesson

CCSS.ELA-Literacy.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.RL.8.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners



WORDS TO USE

- Detonation
- Romantic
- Impractical
- Empirical



MATERIALS

All Watched Over by Machines of Loving Grace
1 - All Watched Over by Machines of Loving Grace

The Tables Turned
1 - The Tables Turned

Excerpts from Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812
1 - Excerpt 1

Excerpts from Ada, Countess of Lovelace (from The Innovators)
1 - Excerpt #1: Introducing Ada

Steve Jobs: Technology Innovator and Apple Genius
7 - Core of an Idea

Exit Ticket Projection 1/2

Exit Ticket Projection 2/2



on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Differentiation

To implement these differentiation tips, you will need to plan for them in advance. Consider adding your own notes about how you would implement each tip with specific students in your classroom.

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.

+Activity 2, Read: Machines of Loving Grace

Plan how to assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.

- Assign students to the level of support that matches their needs.

◆ Core

Students read Richard Brautigan's poem and share their first impressions with a partner.

● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students share their first impressions of Richard Brautigan's poem with a partner.



+Activity 3, Connect Text: Machines of Loving Grace

- Assign students to the level of support that matches their needs.

◆ Core

Students analyze the language and imagery in Brautigan's poem.

● ■ Substantial, ELL (Dev), Moderate

This alternate activity provides sentence starters to help students analyze the language and imagery in Brautigan's poem.

+Activity 5, Write: Man and Machines

- Use the over-the-shoulder conference guides to support students' individual needs while they are writing.
- Assign students to the level of support that matches their needs.

◆ Core

Students write about what Lovelace, Byron, or the speaker in Wordsworth's poem would think about the world described in Brautigan's poem.

● Substantial, ELL (Dev)

This alternate activity provides a graphic organizer, quotes from the text and sentence starters to help students write how Lovelace and the speaker in Wordsworth's poem would feel about the world in Brautigan's poem.

■ Moderate

This alternate activity provides guiding questions and sentence starters to help students write how Lovelace and the speaker in Wordsworth's poem would feel about the world in Brautigan's poem.

► Light

This alternate activity provides sentence starters to help students write how Lovelace and the speaker in Wordsworth's poem would feel about the world in Brautigan's poem.



+Activity 8, Solo

- Assign students to the level of support that matches their needs.

- ◆ Core

Students read *Steve Jobs: Technology Innovator and Apple Genius*, "Core of an Idea," paragraphs 2, 3, 6, and 7 and answer questions.

- ■ Substantial, ELL (Dev), Moderate

This alternate Solo helps students read and comprehend the text by providing a preview of the text and reducing the number of questions students will answer about the passage.



<p>1 VOCABULARY Vocabulary Activities</p>							
--	--	--	--	--	--	--	--

Vocabulary Activities



2

READING

Read: Machines of Loving
Grace



Read: Machines of Loving Grace



Students read Richard Brautigan's poem and share their first impressions with a partner.

Card 1 Instructional Guide

1. Play Audio - *WHOLE CLASS*

Tell students to read along as they listen to the audio.

2. Group Students - *WHOLE CLASS*

Group students into pairs.

3. Activity on Cards - *PAIRS*

4. Discuss Poem: Select and Discuss - *WHOLE CLASS*



Did you notice any words or ideas that appeared more than once in the poem?



ELL DEV



MODERATE



SUBSTANTIAL

WRITING PROMPT:

Directions

1. As you listen to the audio, read this poem by Richard Brautigan.
2. What stood out to you in your first reading of this poem? Tell a partner about the details you noticed.
3. Which words or phrases are repeated in each stanza? What do these words suggest about the theme of the poem?



 **LIGHT**  **CORE**  **CHALLENGE**

WRITING PROMPT:

Directions

1. As you listen to the audio, read this poem by Richard Brautigan.
2. What stood out to you in your first reading of this poem? Tell a partner about the details you noticed.
3. Which words or phrases are repeated in each stanza? What do these words suggest about the theme of the poem?



3

READING

Connect Text: Machines of
Loving Grace



Connect Text: Machines of Loving Grace



Students analyze the language and imagery in Brautigan's poem to make inferences about the speaker's meaning.

Card 1 Instructional Guide

1. Activities on Card - *INDIVIDUAL*
2. Share Responses: Collaborate and Refine - *WHOLE CLASS*

 **ELL DEV**  **MODERATE**  **LIGHT**  **CORE**  **CHALLENGE**

 **SUBSTANTIAL**

WRITING PROMPT:

2. Highlight in green any language that has to do with nature.
3. Highlight in red any language that has to do with technology.
4. Highlight in yellow any language that has to do with feelings.



4

CLASS

Discuss: Other Views



Discuss: Other Views



Students consider the ways in which Wordsworth, Byron, and Lovelace might respond to Brautigan's imaginary world.

Card 1 Instructional Guide

1. Introduce Activity - *WHOLE CLASS*



Imagine that the other figures we encountered in this unit read Brautigan's poem. What would they think about the world he describes? Would they like that world, or would they dislike it?

2. Activity on Card - *PAIRS*

It may be useful to have one student in each pair locate the texts for each of these figures from previous lessons to aid in their response:

- William Wordsworth, "The Tables Turned," Lesson 1, Activity 2
- Lord Byron, "Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812," Lesson 2, Activity 2
- Ada Lovelace, multiple texts, Lessons 3 and 4

3. Discuss Responses - *WHOLE CLASS*

Solutions

1. Wordsworth might say, "I would love it!" because at least the people in that imaginary world would not be reading books. They would be out experiencing things. Wordsworth might say, "I would leave it!" because Brautigan's imaginary world needs technology and science. Wordsworth says we should get away from science.

2. Lord Byron would probably say, "I would leave it!" because he thought that machines were competing with humans. On the other hand, maybe Byron would say, "I would love it!" because this world would free people from work forever.



3. Ada Lovelace might say, "I would love it!" because Brautigan and Lovelace both imagined a world where computers and people lived side by side. She might say, "I would leave it!" though because she believed in the natural limits of machines.



5

WRITING

Write: Man and Machines



Write: Man and Machines



Students write about what Lovelace, Byron, or the speaker in Wordsworth's poem would think about the world described in Brautigan's poem.

Card 1 Instructional Guide

Card 1: Students complete a Warm-Up to make sure they have language with which to start writing.

Card 2: Students write for at least 10 minutes, producing at least 100 words.

Card 3: Students use this card to see the text for "The Tables Turned."

Card 4: Students use this card to see the text for Byron's address to the House of Lords.

Card 5: Students use this card to see the text about Ada Byron Lovelace.

Warm-Up - *WHOLE CLASS*



Raise your hand if...

- you think Ada Lovelace would like the world Brautigan imagines, where computers watch over humans.
- you think Lord Byron would like the world Brautigan imagines, where humans are "free of our labors" (20).
- you think the speaker in William Wordsworth's poem "The Tables Turned" would like the world Brautigan imagines, where humans are "joined back to nature / returned to our mammal brother and sisters" (21–23).

MODERATE

WRITING PROMPT:

If you are going to discuss what Ada Byron Lovelace might think about the world Brautigan imagines, use evidence from this text. (Click NEXT at the bottom of the eReader window to navigate through the passages.)



 **LIGHT**

WRITING PROMPT:

If you are going to discuss what Ada Byron Lovelace might think about the world Brautigan imagines, use evidence from this text. (Click NEXT at the bottom of the eReader window to navigate through the passages.)

 **ELL DEV**  **SUBSTANTIAL**

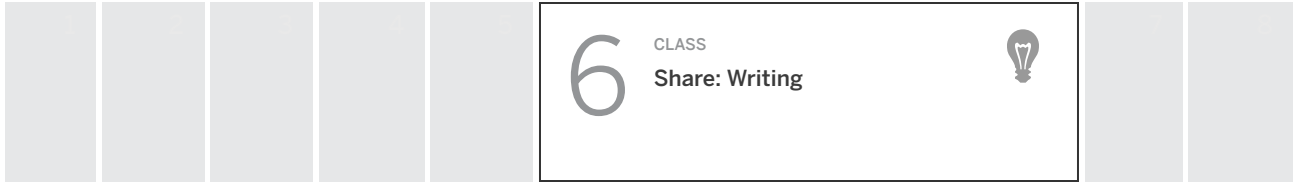
WRITING PROMPT:

If you are going to analyze how the universal theme of man's relationship to technology is developed in "All Watched Over by Machines of Loving Grace" and *The Innovators* (Walter Isaacson's book about Ada Lovelace and other important innovators), use this text.

 **CORE**  **CHALLENGE**

WRITING PROMPT:

If you are going to discuss what Ada Byron Lovelace might think about the world Brautigan imagines, use evidence from this text. (Click NEXT at the bottom of the eReader window to navigate through the passages.)



Share: Writing



Students share their writing and have the opportunity to respond to a peer's writing.

Card 1 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Share Writing - *WHOLE CLASS*

Call on 2 or 3 volunteers to share.

Each volunteer should call on 1–3 listeners to comment.

The Response Starters are only a guide, so listeners should comment using their own words when ready.

Card 2 Instructional Guide

Card 1: All students refer to Response Starters as needed to help them comment on specific elements that had an impact on them.

Card 2: Students who are sharing use this card to read their own writing.

Activity on Card - *INDIVIDUAL*

WRITING PROMPT:



Original Writing Prompt

In his poem, Brautigan imagines a world where humans "are free of our labors / and joined back to nature" (20, 21) while being "watched over / by machines of loving grace" (24, 25).

What would Ada Lovelace, Lord Byron, or the speaker in Wordsworth's poem (choose two) say about the world Brautigan imagines? Use textual evidence from Brautigan's poem and from two other passages in your answer.



7 INDIVIDUAL
Exit Ticket 

Exit Ticket



Students answer questions about what the poem says explicitly and implicitly.

Card 1 Instructional Guide

Solutions

1. Part 1: B. By doing people's work
Part 2: C. "a cybernetic ecology / where we are free of our labors / and joined back to nature" (19–21)



Progress indicator: 7 grey boxes, 1 white box containing '8' and 'Solo'. A box on the right contains '8 INDIVIDUAL Solo' and a person icon with a plus sign.

Solo



Students read a passage from *Steve Jobs: Technology Innovator and Apple Genius* and answer questions that require attention to details and evidence.

Card 1 Instructional Guide

● **ELL DEV** ■ **MODERATE** ▲ **LIGHT** ◆ **CORE** ▲ **CHALLENGE**
▲ **SUBSTANTIAL**

WRITING PROMPT:

Solo Overview

1. Read the assigned text.
2. Highlight and annotate the passage as directed.
3. Answer the questions

● **ELL DEV** ■ **MODERATE** ▲ **SUBSTANTIAL**

WRITING PROMPT:

Read the passages from "Core of an Idea."

Highlight two places in your reading that grabbed your attention.



Add a note to describe what you noticed and think about this place in the text.

 **LIGHT**  **CORE**  **CHALLENGE**

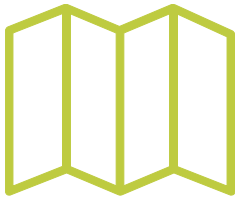
WRITING PROMPT:

Read the passages from "Core of an Idea."

Highlight two places in your reading that grabbed your attention.

Add a note to describe what you noticed and think about this place in the text.





Lesson 6

Flex Day 4



Overview

The redesigned Flex Days offer opportunities for students to revise an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts. Teachers can choose from the following activities:

- **Vocabulary**
Invite students to warm up in the Vocabulary app just as they would in any other lesson.
- **Grammar Practice**
Direct students to the grammar lesson in the Grammar unit that will provide practice with a needed grammar skill, or teach the grammar lesson from *Mastering Conventions* that you prepared based on the Grammar Pacing guides in your lesson materials.
- **Fluency: Rate**
Invite students who need substantial support to read grade-level texts to do repeated oral readings of a short passage with a partner to practice fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own.
- **Fluency: Expression**
Invite students to practice reading aloud with expression to improve their fluency. This activity can be used as part of the 5-Day Fluency Routine or on its own for students who read with speed and accuracy but lack expression.
- **Revision Assignment**
Invite students to improve a piece of writing they produced in a recent lesson. Assign a specific piece or invite students to select their own. Choose among three revision prompts: 1) Use of Evidence, 2) Focus, 3) Organize and Refine.
- **Close Reading and Discussion**
Invite students to closely read and discuss a passage from any text. In this three-card sequence, students read, write in response to a provocatively worded statement that you create, discuss with a partner, and document how their thinking has changed or stayed the same. If you like, you can follow this with writing or work visually activity.
- **Write: Analyze One Text**
Invite students to create a new piece of writing about a core unit text or a text that you choose. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.
- **Write: Connect Two Texts**
Invite students to create a new piece of writing that explores connections between two texts. We've provided generic prompts that address Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.



- **Work Visually: Key Ideas and Details**

Invite students to work visually with a text to gain additional practice with Key Ideas and Details. Card 1 provides a tool students can use to explore how an author supports a central idea with details. Card 2 provides a tool students can use to connect two moments in a text. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Craft and Structure**

Invite students to work visually with a text to gain additional practice with Craft and Structure. Card 1 provides a tool students can use to paraphrase key passages and compare their paraphrase to a partner's. Card 2 provides a tool students can use to analyze an author's word choices and the effects created by his or her language. You do not need to assign both cards to students, although you may choose to do so.

- **Work Visually: Integration of Knowledge and Ideas**

Invite students to work visually with two versions of a text to gain additional practice with Integration of Knowledge and Ideas. Students can use the chart to compare and contrast two versions of a text, such as an original and a modern retelling, or an original and an audio or video recording.

- **Solo**

Students should complete the Solo assignment just as they would in any other lesson.



Lesson at a Glance

ACTIVITY

Vocabulary Activities

VOCABULARY

1

2

Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.



INDIVIDUAL

3

Fluency: Rate (10 min)

Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.



PARTNER

4

Fluency: Expression (10 min)

Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.



PARTNER

5

Revision Assignment (15 min)

Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.



WRITING

6

Close Reading and Discussion (20 min)

Students read to stake a claim based on evidence, then collaborate to refine their claim.



READING



7

Write: Analyze One Text (15 min)

Students create a new piece of writing analyzing one text.



WRITING

8

Write: Connect Two Texts (15 min)

Students create a new piece of writing connecting two texts.



WRITING

9

Work Visually: Key Ideas and Details (15 min)

Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.



READING

10

Work Visually: Craft and Structure (15 min)

Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.



READING

11

Work Visually: Integration of Knowledge and Ideas (15 min)

Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).



READING

12

Solo (25 min)

Students have time for independent reading. Let them know that this activity is not optional.



INDIVIDUAL



Preparation

1. Review each lesson activity to identify which one(s) will best support your students' skill progress.
2. Each activity requires distinct preparation. Review the instructional guide for each activity you will assign.
3. Prepare any texts, materials, or directions you may need to project or distribute.

Skills & Standards

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).



WORDS TO USE

- Teacher-determined



MATERIALS

Grade 8 Flex Day Activities Guide

Grammar Pacing Guide

5 Day Fluency Routine

All Watched Over by Machines of Loving Grace
1 - All Watched Over by Machines of Loving Grace

Response to Text Revision Assignments

Grammar Revision Assignments

Personal Narrative Revision Assignments

Informational Writing Prompts:
One Text

Informational Writing Prompts:
Two Texts

Literary Writing Prompts: One
Text

Literary Writing Prompts: Two
Texts

Peer Discussion Guidelines



CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.8.1.A**

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

CCSS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

1 VOCABULARY
Vocabulary Activities **V**



Vocabulary Activities



2

INDIVIDUAL
Grammar Practice



Grammar Practice

Direct students to the grammar lesson in the Grammar Unit that will provide practice with a needed grammar skill or teach a grammar lesson from *Mastering Conventions*.

Card 1 Instructional Guide

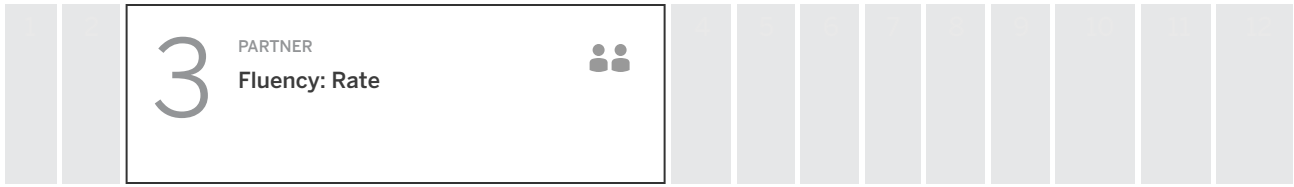
Present today's grammar lesson plan.

- Direct your students to the grammar lesson from the Grammar Unit they will complete. Navigate to that lesson to remind students how to complete the self-guided activities.
OR
- Distribute the lesson materials you have prepared from *Mastering Conventions*.

WRITING PROMPT:

Directions

Complete the grammar lesson your teacher assigns you.



Fluency: Rate



Students read one passage 3 times and track their rate and accuracy with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - PAIRS

WRITING PROMPT:

Directions

1. Listen to the audio and follow along in the passage.
2. Highlight words that are new to you.
3. Read aloud the words you highlighted. Listen to the audio if you need to hear them again.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

1st Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

2nd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading.

Card 4 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.



Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

WRITING PROMPT:

3rd Reading

1. Partner A: Read aloud.
Partner B: Complete the activities below to track your partner's reading.
2. Partner B: Read aloud.
Partner A: Complete the activities below to track your partner's reading

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *PAIRS*

Students should ask their partners for and record the information from *their own* previous readings.

WRITING PROMPT:

Answer the questions with the information from your partner for each of your readings.

Card 6 Instructional Guide

Card 1: Students are introduced to appropriate reading rate (speed) and identify tricky words to practice.

Cards 2–4: Students read aloud to a partner, who tracks their rate and accuracy.

Card 5: Students compare their own data to see their progress in reading fluently.

Card 6: Students reflect on how their rate and accuracy changed after 3 readings.

Activities on Card - *INDIVIDUAL*

Encourage students to consider whether they made more mistakes as their reading got faster.



Fluent reading is at a normal speed, like how you would talk to a friend. We want the time it takes to read to go down *and* the number of mistakes to go down.



4

PARTNER

Fluency: Expression



Fluency: Expression



Students focus on the punctuation in a passage and assess their phrasing and expression with a partner to improve fluency.

Card 1 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activity on Card - *INDIVIDUAL*

This activity directs students' attention to where they should pause as they read. Selecting each phrase or sentence as they hear it requires them to follow along with the audio.

Card 2 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.



2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Decide with your partner who will be Partner A and Partner B.
2. Partner A: Read the passage aloud. Pay close attention to the punctuation.
3. Partner B: Read the passage aloud. Pay close attention to the punctuation.

Card 3 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Project Poll Results: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, project the poll results and have a student share thoughts on his or her own reading.

WRITING PROMPT:

Directions

1. Highlight two or three important words and phrases that you want your listener to notice.
2. Partner A: Read the passage aloud. Raise your voice when you read the words you highlighted.
3. Partner B: Read the passage aloud. Raise your voice when you read the words you highlighted.



Card 4 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

1. Activities on Card - *PAIRS*

Both partners should read the passage aloud before they move on to the next card.

2. Optional: Share Responses: Select and Discuss - *WHOLE CLASS*

If you are doing whole-class or small-group instruction, have a student share what he or she wants to change in the next reading.

Card 5 Instructional Guide

Card 1: Students are introduced to appropriate phrasing, and select phrases as they listen to audio.

Card 2: Students are introduced to appropriate expression, and read aloud with a focus on the punctuation.

Card 3: Students select important words to emphasize, and read aloud to practice their expression.

Card 4: Students read the rubric to prepare to score their partner's reading.

Card 5: Students read aloud and score their partner on phrasing and expression.

Activities on Card - *PAIRS*

WRITING PROMPT:

Directions

1. Partner A: Read the passage aloud. Partner B: Listen and then answer the questions to rate your partner.

2. Partner B: Read the passage aloud. Partner A: Listen and then answer the questions to rate your partner.



5

WRITING

Revision Assignment



Revision Assignment



Students return to an earlier response to text to practice the skill of Focus, Use of Evidence, or Organize and Refine.

Card 1 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

Note: The displayed text is the last passage the student wrote about. If students are revising a different passage, they should open the text in the Library.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Focus is ideal for students whose writing moves from one moment or idea to the next without demonstrating an understanding of what is important in each.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Focus**. When you are done, go to the last card and click HAND IN.



Directions

Revision Assignment: Focus (in Response to Text)

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. Find a place in your writing where you focus on one moment in the reading but could add more details or explanation about what you noticed.
4. Write 3–5 additional sentences to that place in your writing, describing what you noticed and explaining your idea about this moment.

Card 2 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Use of Evidence is for students who struggle to select appropriate evidence or use direct quotes, or for students whose writing does not adequately describe the relevant parts of the evidence or explain the significance of what they've selected.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Use of Evidence**. When you are done, go to the last card and click HAND IN.

Directions

Revision Assignment: Use of Evidence



1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).
2. Copy and paste your writing below.
3. In your writing, find and underline a sentence(s) where you used details from the text as evidence to develop your idea.
4. In the text, identify two more text details that connect to your idea.
5. Write 3–5 more sentences using and describing those details to explain your idea. Use at least one direct quote.

Card 3 Instructional Guide

Card 1: Students who can improve the Focus in their writing complete this Revision Assignment.

Card 2: Students who can improve the Use of Evidence in their writing complete this Revision Assignment.

Card 3: Students who can better Organize and Refine an argument they have written complete this Revision Assignment.

1. Direct Students to the Writing Assignment They Will Revise - *WHOLE CLASS*

Assign all students to revise the same response to text writing from a recent lesson OR assign each student a distinct piece of writing to revise (you can use the commenting feature in the Gradebook). All students go to My Work to find the writing.

2. Direct Students to Appropriate Revision Assignment

Determine what kind of practice your students need. Assign students to Card 1 for Focus, to Card 2 for Use of Evidence, or to Card 3 for Organize and Refine.

3. Activity on Card - *INDIVIDUAL*

The Revision Assignment for Organize and Refine is ideal for students whose argumentative writing shows strong use of focus and evidence, but could be better organized. It also invites students to pay close attention to their claim, revising it to adequately summarize the reasons they argue.

WRITING PROMPT:

Use these directions if your teacher has assigned you to complete a **Revision Assignment for Organize and Refine**. When you are done, click HAND IN.

Directions

Revision Assignment: Organize and Refine

1. Go to My Work and find a recent writing activity (or your teacher will identify one for you).



2. Find the sentence that best serves as your claim—the main idea you’re arguing. Copy and paste it into the chart.
3. Copy and paste each piece of your argument into the outline (you can add rows to create space for additional reasons and evidence if you need them).
4. Refine each piece of your argument so that it contains all of the following elements:
 - Specific textual evidence that supports the claim
 - Description of the key parts of your evidence
 - Clear explanation/reasoning of how this evidence supports the claim
5. Now write a revised claim statement (1–2 sentences) that states your claim and summarizes your key reasons. Use this sentence starter if it is helpful.
_ [My claim] _ because _ [summary of reasons] _.



6 READING
Close Reading and
Discussion



Close Reading and Discussion



Students read to stake a claim based on evidence, then collaborate to refine their claim.

Card 1 Instructional Guide

Card 1: *Students read the text and select details to respond to the teacher's posted statement, then explain their reasoning.*

Card 2: Paired students compare answers and use text to try to convince each other of their answer.

Card 3: Partners identify the outcome of their discussion and explain why they did/did not revise their thinking.

1. First Read - **WHOLE CLASS**

Provide students the passage they will use for the activity. Read the passage as a class.

2. Post the Statement - **WHOLE CLASS or GROUP**

Project or pass around the statement you have created for this activity. Make sure the statement can solicit a range of responses and text-based discussions. Make sure the question can be answered using the continuum provided (from *strongly agree* to *strongly disagree*).

Example Statements:

- The writer wants us to feel sympathy for the character.
- Tom feels bad about tricking his aunt.
- Based on our understanding of brain development, teens should not be allowed to drive.
- Physical capacity is more important than intellectual capacity for Frederick Douglass's understanding of himself as a man.

3. Activity on Card - **INDIVIDUAL**

4. Pair Students - **WHOLE CLASS**

Students should find a partner with a different response (it is fine if some students need to partner with a classmate with the same response).



WRITING PROMPT:

Directions

Find and read the passage your teacher assigns.

Highlight 3–4 pieces of evidence that help you respond to the statement your teacher provides.

Answer the poll and explain your response.

Card 2 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher’s posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - PAIRS

If you think it will help students during pair discussion, project the Peer Discussion Guidelines to provide sentence frames that will support peer conversation.

Peer Discussion Guidelines**Share**

The answer I chose was _____.

Explain

I think my answer is correct because of _____ from the text.

There were a couple of examples from the text that gave me my answer. One example is _____.

I think this is the answer because _____.

Comment

You have an interesting point. What more can you tell me about _____?

I didn't think of it that way. Can you explain _____?

Where in the text did you see _____?

WRITING PROMPT:

Directions

1. Explain to your partner why you chose the answer you did.
2. Using textual evidence, try to convince your partner that you are correct. Refer to the text passage and what you wrote when you chose your answer. Take turns sharing arguments and evidence with your partner.



Card 3 Instructional Guide

Card 1: Students read the text and select details to respond to the teacher’s posted question, then explain their reasoning.

Card 2: Paired or grouped students compare answers and use text to try to convince partner of their answer.

Card 3: Partners identify the outcome of their discussion and refine their answer or explain their reason for disagreeing.

1. Activity on Card - *PAIRS*

2. Project and Discuss Poll Results (Optional) - *WHOLE CLASS or GROUP*

- Display both polls (before and after partner work).
- Discuss whether students changed their answers as a result of comparing answers with partners.
- Project the text (if possible) and discuss student responses. Push students to be precise about the evidence used to support their answers.

WRITING PROMPT:

Reread the statement provided by your teacher and answer the poll again. Then, choose whether to answer #1 or #2. When you are done, click HAND IN.



7

WRITING

Write: Analyze One Text



Write: Analyze One Text



Students create a new piece of writing analyzing one text.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing in response to a text. You can assign students to write about the core text or you can have them write about an outside text of your choice.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have students indicate which prompt they are responding to in the box provided.

Analyze One Text

Literary Writing Prompts

Key Ideas and Details

1. What is something a character says or does that reveals who they are? Describe the character trait revealed in this moment and support your answer with evidence from the text.
2. Choose two moments in the text that are connected or contrasting in some way. Use details from both moments to explain one idea or understanding you have when you put these two moments together.

Craft and Structure

3. Choose what you think is the most important or interesting sentence, paragraph, or stanza in the text. Explain why this passage is important or interesting. Support your explanation with key details from the text.
4. Write about a moment in the text where you had a different point of view than a character or narrator. Explain how the details in the text support your point of view.

Integration of Knowledge and Ideas

5. Imagine you're going to film a specific scene from the text. Either choose one character and describe the key directions you would give to an actor to show what the character is thinking, feeling, or acting in this moment. OR, choose one setting and describe the type of location you would choose to film it. Identify the scene and explain how details in the text support your choices.
6. Rewrite this passage in a different format: as a play, poem, song, or social media posting. Experiment with the language, but keep the main ideas and details the same.

Other

7. Respond to the prompt your teacher provides.



Analyze One Text

Informational Writing Prompts

Key Ideas and Details

1. What is one main idea the author wants the reader to understand? Summarize this idea and explain two ways the writer develops this idea.
2. Find two topics or ideas in the text that are connected or contrasting in some way. What is one idea you have when you connect/contrast these two topics or ideas? Support your idea with evidence from the text.

Craft and Structure

3. Choose what you think is the most important sentence, paragraph, or chapter in the text. Explain why this passage is important to the reader's understanding of the topic. Support your explanation with key details from the text.
4. What is one thing the writer wants the reader to think or feel about this topic or idea? Explain your answer using details from the text.

Integration of Knowledge and Ideas

5. Imagine you're going to create a video to explain the main ideas in the text. What is one graphic (animation, chart, etc.) you would include and why? Explain how details in the text support your choice.
6. What is one way you would argue against the writer's claim? Use evidence from the text to develop your counterargument.

Other

7. Respond to the prompt your teacher provides.

WRITING PROMPT:

If you are writing about "All Watched Over by Machines of Loving Grace," click NEXT to view the text. If you are writing about another text, open the Library or open the text from your teacher. When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a Writing Prompt about a single text.

Card 2: The core text is available here if students are writing about it.



Write: Connect Two Texts



Students create a new piece of writing connecting two texts.

Card 1 Instructional Guide

Card 1: Students respond to a Writing Prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.

1. Activity on Card - *INDIVIDUAL*

Invite students to create a new piece of writing where they make connections between two texts. You might ask students to connect the core text to a related article, story, or poem. Or, you could assign students two new texts to write about.

Project the prompts for the type of text your students are reading (literary or informational). Prompts are organized into 3 categories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Assign a specific prompt or invite students to select their own.

Have the student indicate which prompt he or she is responding to in the box provided.



Connect Two Texts

Literary Writing Prompts

Key Ideas and Details

1. Write about one way the main character of one text is similar to and different from the main character of the other text.
2. Write about one way the main setting and the feeling of the main setting is similar/different in each text.

Craft and Structure

3. Describe one difference in the type of language or the structure each writer chose for the text. Explain the impact of each choice.
4. With your teacher, identify a theme or idea shared by both texts. Compare and contrast one feeling or point of view each writer conveys about this theme or idea and describe how each writer conveys his or her point of view. Use details from both texts.

Integration of Knowledge and Ideas

5. Compare and contrast one idea that each text conveys about what people are like OR what society is like OR what nature is like (your teacher can help you choose). Use text details to describe the idea in each text and explain how they are similar or different.
6. If one text updates or alludes to an original text (story, myth, etc.), describe one idea that the more recent text emphasizes or how the text changes this idea.

Other

7. Respond to the prompt your teacher provides.

Connect Two Texts

Informational Writing Prompts

Key Ideas and Details

1. With your teacher, identify a topic or idea shared by both texts. Compare and contrast the point of view each writer conveys about the same topic or idea. Describe how each writer conveys this point of view using details from passages in each text.

Craft and Structure

2. Describe one way each text uses evidence to explain the topic or convince the reader. Explain which way was more effective or convincing and why.

Integration of Knowledge and Ideas

3. After reading both texts, what is one important thing to know about this topic? Explain this idea, using details from both texts.

4. If the two texts are presented in different ways (for example: primary document, video, image, informational article, opinion piece), which one would you recommend to a friend who wanted to learn about this topic? Explain your reason for this choice using details from the text.

Other

5. Respond to the prompt your teacher provides.

WRITING PROMPT:

Click NEXT to view “All Watched Over by Machines of Loving Grace.” When you are finished writing, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: Students respond to a writing prompt connecting two texts.

Card 2: The core text is available here if students are writing about it.



9

READING

Work Visually: Key Ideas
and Details

Work Visually: Key Ideas and Details



Students work visually to understand a passage's central idea and supporting details or to connect two moments in a text.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete this card.

If students are identifying a connection between two moments, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss each person's summary of the main idea before deciding on what to place in the chart.

4. Share and Discuss Results - *WHOLE CLASS (optional)*

Post the main idea response from 2 pairs with different responses.

Have students vote thumbs up or thumbs down which one they feel best captures the central idea of the passage.

Ask students to share why they voted for a particular choice—they should use the text to explain their support.



WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Highlight 3–5 sentences and phrases that help you understand the passage.
3. Discuss the passage with your partner. Decide what the passage is about overall, and what details are most important.
4. Complete the chart by summarizing the central idea and adding the key details used to develop this main idea. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to analyze the central idea and supporting details in a passage.

Card 2: This card provides a structure students can use to connect two moments in a text and make an inference.

1. Select Activity - *WHOLE CLASS*

If students are identifying a central idea, they complete the previous card. If students are identifying a connection between two moments, they complete this card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Cards - *INDIVIDUAL*

4. Share and Discuss Results - *PAIR (optional)*

Allow students to share what they have with a partner, so the partner can provide additional text to support or further develop the student's idea.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Find a moment that stands out to you. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
3. Reread to find another moment that feels related.



4. Copy a sentence from this moment and paste it into the box. Explain your thoughts about the moment in 1–2 sentences.
5. In the box at the bottom, explain one idea that you have when you put these moments together. When you are done, click HAND IN.



10

READING

Work Visually: Craft and
Structure



Work Visually: Craft and Structure



Students work visually to paraphrase a passage or to analyze an author's word choices in a passage.

Card 1 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner's.

Card 2: This card provides a structure students can use to analyze an author's word choices in a passage and the effects they create.

1. Select Activity - *WHOLE CLASS*

If students are paraphrasing a passage, they complete this card. If students are analyzing an author's word choices, they will navigate to the next card.

2. Identify Passage - *WHOLE CLASS*

Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - *INDIVIDUAL*

4. Compare and Discuss Paraphrases - *PAIRS*

5. Share and Discuss Results - *WHOLE CLASS (optional)*

Ask two different pairs to share their winning paraphrase. Have students vote thumbs up or thumbs down which one they feel best captures the meaning of the original passage. Ask students to share why they voted for a particular choice—they should use the text to explain their support.

WRITING PROMPT:

**Directions**

1. Read the passage your teacher assigns.
2. Copy the portion your teacher asks you to paraphrase under “Original Text.”
3. Paraphrase the passage under “Paraphrase 1.”
4. Take turns reading your paraphrases out loud with your partner. Write your partner’s paraphrase under “Paraphrase 2.”
5. Discuss with your partner which paraphrase is closest to the original and why. Summarize your discussion at the bottom of the chart. When you are done, go to the last card and click HAND IN.

Card 2 Instructional Guide

Card 1: This card provides a structure students can use to paraphrase a passage and compare their work to a partner’s.

Card 2: This card provides a structure students can use to analyze an author’s word choices in a passage and the effects these choices create.

1. Select Activity - WHOLE CLASS

If students are paraphrasing a passage, they complete the previous card. If students are analyzing an author’s word choices, they complete this card.

2. Identify Passage - WHOLE CLASS

?Identify the passage students will read and help them navigate to this passage.

3. Activity on Card - PAIRS

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

4. Share and Discuss Results - WHOLE CLASS (optional)

Call on 2–3 students to share their responses with the class. Challenge students to provide feedback for their peers the way they do after writing activities.

WRITING PROMPT:

Directions

1. Read the passage your teacher assigns.
2. Summarize what the writer is writing about in 1–3 sentences.



3. Enter 4–5 descriptive adjectives, strong verbs, expressions, or imagery the writer uses in the passage.
4. Review your list of words and write the feelings and ideas that they bring to mind.
5. At the bottom of the chart, explain why you think the writer used this type of language for this passage. When you are done, click HAND IN.



11

READING

Work Visually: Integration
of Knowledge and Ideas

Work Visually: Integration of Knowledge and Ideas



Students work visually to compare and contrast two versions of a text (a text plus an audio or video recording, or a text plus another text it inspired).

Card 1 Instructional Guide

1. Identify Texts - *WHOLE CLASS*

Identify the texts and/or media students will use and help them navigate to these texts.

2. Activity on Card - *PAIRS*

Students often progress faster with this skill when they work in pairs. Support pairs to discuss specific words or phrases that reveal feelings or ideas.

3. Share and Discuss Results - *WHOLE CLASS (optional)*

Call on 2–3 students to share their responses with the class. Challenge students to make connections between their own work and the ideas they hear from their peers.

WRITING PROMPT:

Directions

1. Read the texts your teacher assigns.
2. Use the chart to note specific details that are shared by both texts, as well as specific details that are unique to each text.
3. At the bottom of the chart, draw a conclusion about why these similarities and differences are important.



	<p>12 <small>INDIVIDUAL</small> Solo </p>
--	--

Solo



Students have time for independent reading. Let them know that this activity is not optional.

Card 1 Instructional Guide

Help students who might be between reading selections find something that appeals to them, and let them know that this reading is required.

Note on suggested readings for each lesson:

The suggested readings connected with a particular text are distributed across all of the lessons in that sub-unit. Encourage students to click on suggested readings for many lessons to see all the options.

Note on the Amplify Library and the public library:

The Amplify Library is growing, with additions every few months. Students also have a much wider selection through the free public library—which, in most cases, will allow them to borrow free digital books that they can read on their devices. Help students access this resource by searching for "public library" in their browsers.

WRITING PROMPT:

Directions

1. Select something to read. If you are not already in the middle of something you like, you might look here:

- Suggested reading for lessons in this sub-unit
- Amplify Library
- Your local library

2. Read for 20 minutes or more. Keep track of the time beyond that, if you like.

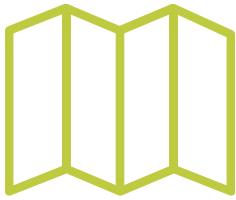
3. Fill in your answers, at right, and hand them in.



Assessment

Science & Science Fiction Unit Reading Assessment





Lesson 1

Science & Science Fiction Unit Reading Assessment



Overview

This assessment is designed to evaluate students' use of the main reading skills practiced in this unit, as well as their understanding of some of the texts and content from the unit. The assessment uses 2–3 excerpts from texts students have read in the unit.

The assessment consists of 20–22 auto-scored questions and 2 constructed response questions. The auto-scored questions use a variety of item types: selected response and a range of technology enhanced items (TEIs). The constructed responses are text-based prompts, where students will develop a claim supported by evidence in 10 minutes. The teacher should choose which constructed response will be a more effective evaluation of the skills students have been practicing.



Lesson at a Glance

ACTIVITY

1

Selected Response Questions (30 min)

Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.



INDIVIDUAL

2

Constructed Response: Informative (10 min)

Students complete a constructed response using evidence from a single passage.



INDIVIDUAL

3

Constructed Response: Argumentative (10 min)

Students complete a constructed response using evidence from two passages.



INDIVIDUAL



Preparation

Watch the Teacher Tip video found in the Materials section.

Download the rationale for this assessment from the Materials section to note the correct responses and review the rubrics you will use to score the constructed response(s) in Classwork.

Review the assessment and determine any information you want to present to your students about the items.

Note the item type that asks students to select a word or passage from the text as their answer: for example, see Question 2. For this type of question, students click an answer choice to select it as an answer. To change the answer, students click the choice again to remove the highlight.

You may want to remind students of the biblical allusions made by the creature before they take the assessment:

- Question 14 has students consider the creature's allusion to the biblical stories of Adam and Satan in Milton's *Paradise Lost* (in Milton's story, Adam was created by God as the perfect first man, and God was pleased with his creation. God's fallen angel, Satan, who rebels against God's rule, is defeated, cast out of heaven, and transformed into a devil). Students read about the creature's discovery of Milton's poem in *Gris Grimly's Frankenstein*, Volume II, Chapter 5.
- The first constructed response prompt asks student to explain how the creature compares and contrasts his situation to Adam's. Students will recall that they drew a similar comparison in Sub-unit 1 Lesson 5, in which they read an excerpt from Genesis that provides background knowledge about the biblical story of Adam.

Choose which constructed response question the students should answer. The assessment is designed to take at least 40 minutes: 30 minutes for the selected response section and 10 minutes for the constructed response.

Remember to unlock the student assessments and re-lock them if you do not complete the assessment in one sitting.



WORDS TO USE

- Inference
- Central idea
- Convey
- Summary
- Tension
- Structure
- Imagery
- Point of view
- Sensory details
- Conflict



MATERIALS

Teacher Tip: Summative Reading Assessment

Frankenstein excerpts
9 - Volume I, Chapter 4, Pages
41-49

Frankenstein excerpts
14 - Volume II, Chapter 2, Pages
79-85

Print Assessment: Science &
Science Fiction

Rationale: Science & Science Fiction
Reading Assessment



Skills & Standards

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Differentiation

The items within this assessment are not differentiated. Teachers should consider timing accommodations for specific students as they plan.



1

INDIVIDUAL
Selected Response
Questions



Selected Response Questions



Students complete 20 selected response questions to show their proficiency with the skills practiced in this unit.

Card 1 Instructional Guide

WRITING PROMPT:

Directions

1. Read each passage and answer the questions that follow.
2. There are 20 selected response questions in the first part of the exam.
3. Check with your teacher to see how much time you have to complete this portion of the exam.
4. Remember to click HAND IN when you are finished with the selected response section.

Card 4 Instructional Guide

WRITING PROMPT:

For this type of question, click an answer choice to select it as your answer. To change your answer, click the choice again to remove the highlight.



2

INDIVIDUAL

Constructed Response:
Informative



Constructed Response: Informative



Students complete a constructed response using evidence from a single passage.

Card 1 Instructional Guide

WRITING PROMPT:

In a well-constructed paragraph, explain how the creature compares and contrasts his situation to Adam's. (In the biblical creation story, God creates and cares for Adam.) Use evidence from Volume II, Chapter 2 of *Gris Grimly's Frankenstein* in your answer.



3

INDIVIDUAL

Constructed Response:
Argumentative



Constructed Response: Argumentative



Students complete a constructed response using evidence from two passages.

Card 1 Instructional Guide

WRITING PROMPT:

In both passages, Frankenstein feels disgust and hatred for the creature he has made. In a well-constructed paragraph, argue whether the author's language choices (description, action, dialogue) push the reader to share this disgust and hatred for the creature or to feel some sympathy for the creature. Use details from both text passages to support your answer.

Click NEXT to read Volume II, Chapter 2, Pages 79–85.

Teacher References



Vocabulary

Vocabulary

Research has shown that, to master a word, a student needs to encounter it many times, preferably in a variety of media, and in ways that appeal to different learning styles. The Amplify ELA vocabulary program is designed to increase the number of times students see a new vocabulary word and increase the number of contexts in which they encounter it, while also providing instruction and opportunities for students to practice different vocabulary skills. The words chosen come directly from the unit texts, or represent key Tier 2 and 3 academic vocabulary.

In Amplify ELA, students practice vocabulary skills in three main ways: through Reveal words, Vocabulary Modules, and daily practice provided through the embedded Vocab App. In addition, there are vocabulary videos and GIFs included within lesson activities. Interactive digital and print activities in the Amplify ELA vocabulary program ensure that students have many varied opportunities to use new language for authentic purposes.

Reveal Words

Amplify's eReader contains a Reveal tool that highlights words inline that are key to understanding the text and building important Tier 2 vocabulary. When students click on a word, a contextual definition is provided, allowing students to understand how the word is used in that specific passage to quickly continue reading. The number of dots over each Reveal word indicates the word's difficulty, which is determined by considering the following questions:

- Are there contextual clues to help a student understand the word?
- Has the student seen the word elsewhere in the passage or another text?
- Is this a word that students may encounter in texts across content areas?
- Has research shown that the majority of students at this grade level are unfamiliar with this word?

The eReader keeps track of which words students have “revealed,” and they can easily access their specific list of words in a personal glossary within the Amplify Library.

Vocabulary Modules

The Amplify Vocabulary Modules provide instruction in skills key to developing vocabulary and building word knowledge. Students also receive instruction and ongoing practice in these skills within the Vocab App. Each Vocabulary Module is aligned to and integrated into a core instructional unit within each grade of Amplify ELA. These modules should be used within the first five lessons of each unit.

The 8th grade Vocabulary Modules are located in the materials section of each Unit Overview.

- 8A: Perspectives & Narrative — Synonyms and Antonyms
- 8A: Perspectives & Narrative — Dictionary Skills*
- 8B: Liberty & Equality — Context Clues



- 8C: Science & Science Fiction — Greek and Latin Roots
- 8D: Shakespeare’s Romeo & Juliet — Figurative Language
- 8E: Holocaust: Memory & Meaning — Connotations and Denotations
- 8F: The Space Race Collection — Prefixes and Suffixes?

*Dictionary Skills module can work with any unit

The printable Work That Word PDF worksheet accompanies these modules, giving students opportunities to apply the strategies to unit vocabulary while working in either the digital curriculum or print Student Editions. This worksheet can be found in the Materials section of the Unit Overview.

Vocab App

The Vocab App, a self-guided and adaptive means of learning new vocabulary, introduces students to words that are integral to understanding the texts and key concepts in each unit. These words come from the texts students are studying, as well as academic vocabulary lists. Students will receive a new set of approximately 6 words each time they open the Vocab App in a new lesson (this number will vary).

- 2 text-sourced words common across all levels
- 2 academic words common across all levels
- 1–2 words unique to the student’s level (set by the teacher)

Once a word is introduced, it remains in the students’ backlogs until a student has three consecutive, successful encounters with that word in one of the app’s activities. At that point, the word is considered mastered.

Activity results are tabulated by lesson and appear in Classwork as the number of activities correct out of the number of activities students are given. The teacher’s view within the Vocab App provides more specific information about the words students have encountered, as well as their progress and rate of mastery.

Vocabulary Media: Videos and Animated GIFs

In some lessons, students watch a short vocabulary video or animated GIF, and then answer two multiple choice questions about the content. These videos and GIFs illustrate the contextual definition of a given Reveal word, and then provide multiple examples of that word used in context. Students then answer multiple choice questions about the word.



Additional Reading Opportunities

Additional reading opportunities for students appear in the Suggested Reading section of the Student Lesson Brief.

Sub-unit 1, Lesson 1: Meet Victor Frankenstein

Gris Grimly wasn't the first author to try to make a graphic novel version of Frankenstein. *Frankenstein: The Graphic Novel* (2008) by Jason Coble, Clive Bryant, and Declan Shalvey tells the same story that Grimly does, but with a different style of illustration and different selections from Shelley's text.

Sub-unit 1, Lesson 2: Victor's Scientific Passions

In *Frankenstein by Mary Shelley: A Dark Graphic Novel* by Sergio A. Sierra and Meritxell Ribas, Ribas tells Shelley's story using only black and white illustrations.

Sub-unit 1, Lesson 3: How Victor Views His Creation

Steampunk: Mary Shelley's Frankenstein (2012) illustrated by Zdenko Basic and Manuel Sumberac, tells the complete, unabridged version of Shelley's *Frankenstein*, but Shelley's work is illustrated with steampunk-inspired artwork.

Sub-unit 1, Lesson 4: Flex Day 1

In the olden days, students used to have to hide their comic books inside their textbooks. Not anymore. Today, many teachers realize that graphic novels can be important works of literature. *Maus: A Survivor's Tale* (1973) by Art Spiegelman tells the fascinating and heart-breaking story of the author's father, Vladek Spiegelman, who survived a concentration camp in Nazi-occupied Poland.

Sub-unit 1, Lesson 5: The Creature Speaks

Persepolis (2003) by Marjane Satrapi is a graphic novel and an autobiography in which Satrapi describes the struggles of growing up in Iran during the Islamic Revolution.

Sub-unit 1, Lesson 6: The Creature's Tale, Part 1

One novel that tells the story of Frankenstein from the monster's point of view is *The Frankenstein Papers* (1986). If you're interested in reading a story with a nice combination of horror and romance, try *Dr. Frankenstein's Daughters* (2013) by Suzanne Weyn.

Sub-unit 1, Lesson 7: The Creature's Tale, Part 2

If you're looking for a light-hearted graphic novel, try *Girl Genius: Agatha Heterodyne & The Beetlebug Clank* (2002) by Phil Foglio, Kaja Foglio, and Brian Snoddy. You'll read about Agatha Clay, a girl with extraordinary mental powers and a lot of enemies.

Sub-unit 1, Lesson 8: The Creature's Request

If you're interested in media related to Frankenstein, check out [The Shelley-Godwin Archive](#) on the [New York Public Library Website](#). This archive, which houses Shelley's writing, allows you to see the process involved in creating *Frankenstein*.



Sub-unit 1, Lesson 9: Flex Day 2

Gris Grimly wasn't the first author to try to make a graphic novel version of *Frankenstein*. *Frankenstein: The Graphic Novel* (2008) by Jason Coble, Clive Bryant, and Declan Shalvey tells the same story that Grimly does, but with a different style of illustration and different selections from Shelley's text.

Sub-unit 1, Lesson 10: A Broken Promise

While reading *Frankenstein*, did you ever wonder what would have happened if Dr. Frankenstein had given in to his creature's demand and created a woman-creature for him? What if she thought he was hideous and wanted nothing to do with him? This story plays out in *The Bride of Frankenstein* (2007) by Elizabeth Hand.

Sub-unit 1, Lesson 11: More "murderous machinations"

Another graphic novel to deal with important topics is *American Born Chinese* (2008) by Gene Luen Yang. This is about Jin Wang—a boy going to a school where he is the only Chinese American student.

Sub-unit 1, Lesson 12: A Tale of Two Wretches

If you're interested in movies related to *Frankenstein*, check out *Young Frankenstein* (1974), directed by Mel Brooks. This is a hilarious movie about Frankenstein's grandson, Dr. Frederick Frankenstein, who tries his hand at making an undead creature of his own.

Sub-unit 1, Lesson 13: A Final Farewell

Another movie related to *Frankenstein* is *Frankenweenie* (2012), directed by Tim Burton. When a car hits and kills Victor's beloved dog Sparky, he decides to try an experiment to bring him back to life. Sub-unit 1, Lesson 14: Sympathy Debate

There are a lot of fun novels about young adults who live in dystopian worlds where human engineering has run amuck, including *The House of the Scorpion* (2002) by Nancy Farmer, *Uglies* series (2005) by Scott Westerfeld, *The Adoration of Jenna Fox* (2009) by Mary E. Pearson, and *Unwind* (2007) by Neal Shusterman.

Sub-unit 1, Lesson 15: Flex Day 3

If you like the Frankenstein story and you're up for a challenge, read Mary Shelley's original work *Frankenstein, or the Modern Prometheus* (1818), which is available for free at Gutenberg.org.

Sub-unit 2, Lesson 1: Make an Outline

Are you curious about what happened to Frankenstein's monster after Dr. Frankenstein died? The book *Frankenstein's Monster* (2010) by Susan Heyboer O'Keefe picks up where Frankenstein left off.

Sub-unit 2, Lesson 2: Draft Paragraph 1

While reading *Frankenstein*, did you ever wonder what would have happened if Dr. Frankenstein had given in to his creature's demand and created a woman-monster for him? And, what if she thought he was hideous and wanted nothing to do with him? This story plays out in *The Bride of Frankenstein* (2007) by Elizabeth Hand.

Sub-unit 2, Lesson 3: Draft Paragraph 2

One novel that tells the story of *Frankenstein* from the monster's point of view is *The Frankenstein Papers* (1986). If you're interested in reading a story with a nice combination of horror and romance, try *Dr. Frankenstein's Daughters* (2013) by Suzanne Weyn.



Sub-unit 2, Lesson 4: Draft Paragraph 3

If you're interested in movies related to *Frankenstein*, check out *Frankenstein* (1910), directed by J. Searle Dawle, a silent film that marks the first time *Frankenstein* was produced on the big screen.

Sub-unit 2, Lesson 5: Review and Revise

If you're up for a challenge, you can also read Mary Shelley's original work *Frankenstein, or the Modern Prometheus* (1818), which is available for free at Gutenberg.org.

Sub-unit 3, Lesson 1: The Tables Turned

Mary Shelley wrote *Frankenstein* at the beginning of the Industrial Revolution and her novel reflects some of the fears people had about the new scientific advances that were changing their lives. *Frankenstein* shows us that science without limits can be a very dangerous thing. *I, Robot* (1950) by Isaac Asimov portrays a world in which robots programmed to protect human lives end up taking away human freedom.

Sub-unit 3, Lesson 2: Byron and Looms

In *Jurassic Park* (1990) by Michael Crichton, scientists recover dinosaur DNA and make an amusement park for people to visit the dinosaurs; it's all fun and games until the dinosaurs start to attack.

Sub-unit 3, Lesson 3: Poetical Science

If you're interested in reading about real-life scientists who acted unethically in the name of science, you might enjoy *The Immortal Life of Henrietta Lacks* (2010) by Rebecca Skloot or "Cursed by Eugenics" by Paul Gray, which is an article that appeared in *TIME* magazine in 1999.

Sub-unit 3, Lesson 4: Lovelace's Insights

There are a lot of fun novels about young adults who live in dystopian worlds where human engineering has run amok, including *The House of the Scorpion* (2002) by Nancy Farmer, *The Uglies* (2005) by Scott Westerfeld, *The Adoration of Jenna Fox* (2009) by Mary E. Pearson, and *Unwind* (2007) by Neal Shusterman.

Sub-unit 3, Lesson 5: Man and Machines

If you're looking for a light-hearted graphic novel, try *Girl Genius: Agatha Heterodyne & The Beetlebug Clank* (2002) by Phil Foglio, Kaja Foglio, and Brian Snoddy. You'll read about Agatha Clay, a girl with extraordinary mental powers and a lot of enemies.

Sub-unit 3, Lesson 6: Flex Day 4

If you're up for a challenge, you can also read Mary Shelley's original work *Frankenstein, or the Modern Prometheus* (1818), which is available for free at Gutenberg.org.

Amplify

Published and Distributed by Amplify.
www.amplify.com