



## 6-12 ELA Unit Preparation Guide

<b>Teacher:</b> Williamson, Y. IG CLUE English I	<b>Unit:</b> Romantic Literature <i>Frankenstein</i> by Mary Shelley
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*Purpose: The Unit Preparation Guide provides a structure that encourages teachers to think through and internalize the unit expectations. This guide only needs to be completed one time before the beginning of each unit.*

<i>Step 1: Unit Orientation</i>	<i>Step 2: Discuss the texts</i>
<p>Read the Unit Overview</p> <p>Preview the Texts: Whole Group/Small Group/ Independent Learning</p> <p>Reading <i>Frankenstein</i> allows students to explore the impact of societal expectations and norms upon writers. Specifically, students examine values, customs, and bioethics within <i>Frankenstein</i> via the impact of the Industrial Revolution, the Romantic movement, and Mary Shelley’s marginalization as a female writer. Students determine how themes develop in novels and are relevant to time and to beliefs. As students read informational texts, they analyze short stories and poems with contemporary bioethical issues and thematic connections to write an informative research paper using multiple sources, correct grammar with advanced sentence structures in MLA formatting.</p>	<p>What is the relationship between the texts?</p> <p>Students explore contemporary bioethical issues and their thematic connection to Mary Shelley’s <i>Frankenstein</i>.</p>
<i>Step 3: Understand the Big Picture</i>	<i>Step 4: Understand the Task and Standard(s) Alignment</i>
<p>What is the topic of the Unit?</p> <p>Ethical Dilemmas in Society</p>	<p>What is the key learning for the whole group and small group performance tasks as they relate to the standards?</p> <p>Students will read and discuss informational and literary texts in diverse formats, including art, articles, and poetry to assess moral principles in regard to individual and collective responsibility to humankind.</p>
<i>Step 5: Understand how Students Show Mastery</i>	

Review the Performance-Based Assessment at the end of the unit. Identify key “look fors” that will indicate student mastery as you prepare to review student responses.

## What is the key learning for Performance-Based Assessment?

### Bio Ethics Research Paper

Students will create a research paper on a topic within the realm of bioethics (examples: stem cells, “designer babies”, cloning, animal testing). This 4-page double spaced paper will include five reputable sources, an outline, an MLA works cited page, a title page, and correct MLA formatting throughout the paper (in text citations, page numbers, etc.). Students will create an informational research paper based on a contemporary bioethical concern that directly relates to the bioethical dilemmas presented in *Frankenstein*. They will provide information on the specific issue and the ethical concerns surrounding it. Additionally, students will address the connection to the bioethical concerns in the novel and how they are similar or different. This writing will allow students to combine non-fiction research with the finalized accounts of *Frankenstein* demonstrating an in-depth knowledge of the complexities of the novel (such as themes, character development, or motifs).



## 6-12 ELA Weekly Lesson Preparation Guide

Teacher Name: Williamson, Y.	Grade: 9th
February 24-28, 2025	My Perspectives Unit: ____ Lesson Numbers: ____ N/A

*Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.*

Planning Questions	Lesson _	Lesson _	Lesson _	Lesson _	Lesson _
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	Notes	Poetry	Images	Art	Gothic Literature
<p>1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.</p> <p>History of Ideas- Romanticism (9 min 43 secs)  <a href="https://www.youtube.com/watch?v=OiRWBI0JTYQ">https://www.youtube.com/watch?v=OiRWBI0JTYQ</a></p> <p>Content Vocabulary</p> <p>allusion - reference to a historical person or event</p> <p>epic poem – a longer poem highlighting a hero's actions</p> <p>gothic-writing ingrained with emotion, fear, and horror</p> <p>imagery- words that are visually descriptive</p> <p>mood-a reader's feeling</p> <p>sonnet – a 14-line poem</p> <p>symbolism – representation</p> <p>theme – a universal message from the author</p> <p>tone – a writer's attitude</p>	<p>Chapters 5-10 (See Screen)</p> <p>Cite Thematic Connections</p>	<p>"The World Is Too Much with Us" by William Wordsworth</p> <p>"We Wear the Mask" by Paul Lawrence Dunbar</p> <p>"Miss Brill" by Katherine Mansfield</p> <p>"At a Window" by Carl Sandburg</p> <p>Present the themes.</p> <p>What is the deeper meaning of the poem?</p> <p>Explore the literary devices.</p> <p>How would you explain the author's tone?</p> <p>What is your evaluation of the poem relative to its title, name or interpretation?</p>	<p>Industrial Revolution Timeline  <a href="https://www.ducksters.com/history/us_1800s/timeline_industrial_revolution.php">https://www.ducksters.com/history/us_1800s/timeline_industrial_revolution.php</a></p> <p>1.Look at the images posted. Based on these images- what did life during the Industrial Revolution look like? What do you think it was like to be alive during this time.</p> <p>2.Read the timeline and excerpt of information about the Industrial Revolution. Fill in D.I.C.E. below: Disturbing: Interesting: Confusing: Enlightening:</p>	<p>"The Raft of Medusa" by Theodore Gericault</p> <p>"Wanderer Above the Sea of Clouds" C.D Freidrich</p> <p>What are concepts of the Romantic Era?</p> <p>Examine the artwork and apply concepts of the Romantic Era.</p>	<p>Red Room Excerpt</p> <p>1.Why do you think that the Industrial Revolution led to both Romanticism and the Gothic?</p> <p>2.Based on the characteristics of the Gothic- list as many books, movies, or artwork that you believe to be Gothic. Next to each one- provide the reasons from the list that you believe it to be Gothic. Example- <i>Dracula</i>- Supernatural activity and dark setting</p> <p>3.<i>Jane Eyre</i> is a novel named for its protagonist, Jane. She lives with her deceased uncle's family and is treated poorly. Prior to the excerpt, you are about to read, she hit her cousin, after he</p>

<p style="text-align: center;">Textual Vocabulary</p> <p><i>Frankenstein</i></p> <p>Chapters VII and VIII</p> <p>absolution - freeing from guilt or blame</p> <p>adduced - to give as proof or evidence</p> <p>alleviate - to relieve, to lessen, to make easier</p> <p>candor - speaking honestly, frankness, sincerity</p> <p>conjecture - guess, theorize</p> <p>countenance - facial expressions</p> <p>deposition - testimony under oath in writing</p> <p>exculpated - to free from blame, prove guiltless</p> <p>execrated - detested, abhorred</p> <p>guile - deceit, sly tricks</p> <p>ignominious - shameful, disgraceful, dishonorable</p> <p>indignation - anger at something unworthy or unjust</p> <p>lamentations - cries of sorrow or grief, wailing, mourning</p> <p>obdurate - stubborn, obstinate; not repentant</p> <p>precipices - cliff, crag, steep mountainside</p> <p>prognosticate - to forecast, to predict from facts</p> <p>promontory - a high point extending from the coast to land</p> <p>timorous - timid, easily frightened</p> <p>venerable - worthy of respect or reverence</p> <p>wantonly - done in a reckless and malicious way</p> <p>Chapters IX and X</p> <p>abhorrence - intense dislike</p> <p>anon - soon, in a short time</p> <p>augmenting - increasing</p> <p>desponding – disheartening</p> <p>divert – change direction</p> <p>efface - rub out, to obliterate</p> <p>ephemeral - transitory; lasting for a brief time</p> <p>epoch - era when something striking happens</p> <p>impetuous - impulsive, brash; rushing with violence</p> <p>malice - a desire to hurt or harm others</p> <p>perceptible - awareness through the senses</p> <p>remorse - deep, painful regret for having done wrong</p> <p>unalterable - not changeable, permanent</p> <p>pinnacle - peak</p> <p>reverberated - resounded; reflected</p>		“Prometheus Unbound”	3. Based on the timeline, what was the Industrial Revolution most concerned? How do you think these concerns/changes impacted day-to-day life?		bullied her and threw a book at her head. Read the excerpt. What strikes you as gothic in this excerpt?
		Respond to the themes:	4. Review the problems and the benefits of the Industrial Revolution. Overall, was this a good thing for humanity (at the time)? Why or Why not?		4. Read paragraphs 1-2 of chapter 10 in your copy of <i>Frankenstein</i> . Is the brief scene (in the point of view of Victor Frankenstein) gothic? Why or why not? What stands out to you? 5. Compare and contrast Victor’s reaction to the unknown (of the mountain) to Jane’s reaction to the unknown (in the red room). How are they similar? How are they different?
		Fire	5. In modern times, what issue(s) most reminds you of what was going on during the Industrial Revolution? Why?		
		Hour			
		Spirit of Love			

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<p><b>2. Which standards are the focus of the lesson?</b></p> <p><b>How do we achieve expectations regarding the TN State Standards?</b></p> <p><b>We practice a skill to demonstrate an understanding of the concept.</b></p> <p><b>Skill – analyze    Concept -textual evidence</b></p> <p><b>Skill – determine    Concept – theme</b></p> <p><b>Skill – collaborate    Concept – discussions related to ideas and interpretations</b></p> <p><b>Skill – Evaluate authors’ literary works    Concept - purpose, style, word choice, figurative language, and character development.</b></p>	<p><b>9-10.RL.KID.1</b> Analyze <b>SWBAT</b> what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. <b>9-10.RL.KID.2</b> <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.SL.CC.1</b> <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and</p>	<p><b>9-10.RL.KID.1</b> Analyze <b>SWBAT</b> what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. <b>9-10.RL.KID.2</b> <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.SL.CC.1</b> <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>9.10.RL.R.IKI.7</b> <b>SWBAT</b> Evaluate the theme in two diverse formats.</p>	<p><b>9-10.RL.KID.1</b> <b>SWBAT</b> analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b> <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.SL.CC.1</b> <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>9.10.RL.R.IKI.7</b> <b>SWBAT</b> Evaluate the theme in two diverse formats. <b>9-10.RL.IKI.9</b> <b>SWBAT</b> Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.</p>	<p><b>9-10.RL.KID.1</b> <b>SWBAT</b> analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b> <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.SL.CC.1</b> <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>9.10.RL.R.IKI.7</b> <b>SWBAT</b> Evaluate the theme in two diverse formats. <b>9-10.RL.IKI.9</b> <b>SWBAT</b></p>	<p><b>9-10.RL.KID.1</b> <b>SWBAT</b> analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b> <b>SWBAT</b> determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. <b>9-10.SL.CC.1</b> <b>SWBAT</b> initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>9.10.RL.R.IKI.7</b> <b>SWBAT</b> Evaluate the theme in two diverse formats. <b>9-10.RL.IKI.9</b> <b>SWBAT</b></p>
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3. Based on the objectives, what will students know and be able to do after the lesson?	Apply Themes  Compare concepts of the Romantic Era.	Apply Themes  Connect ideas in a poem to the Romantic Era.	Apply Themes  Explain how events during the Revolutionary Period impacted the Romantic Era.	Apply Themes  Construct a drawing and a sonnet which convey Romantic ideas.	Apply Themes  Design a gothic book cover.
4. What are the most important aspects of this text and how are questions focused on them?  <i>Note the “Must Ask” questions that are crucial to the goal of communicating the essential understandings of the text and standard(s). These questions should represent part of your “Checks for Understanding” during the lesson.</i>	Students will develop the skills necessary to make inferences to determine theme, author’s point of view, mood, and motifs to research the Romantic Era.	Students will develop the skills necessary to make inferences to determine theme, author’s point of view, mood, and motifs to research the Romantic Era.	Students will develop the skills necessary to make inferences to determine theme, author’s point of view, mood, and motifs to research the Romantic Era.	Students will develop the skills necessary to make inferences to determine theme, author’s point of view, mood, and motifs to research the Romantic Era.	Students will develop the skills necessary to make inferences to determine theme, author’s point of view, mood, and motifs to research the Romantic Era.

5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.	While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors’ ideas communicated in articles, a novel, poems, and art.	While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors’ ideas communicated in articles, a novel, poems, and art.	While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors’ ideas communicated in articles, a novel, poems, and art.	While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors’ ideas communicated in articles, a novel, poems, and art.	While Romantic literature promotes artistic expression, it also introduces students to philosophical concepts of individuality aligned with ethical ideology. Response: We will examine the authors’ ideas communicated in articles, a novel, poems, and art.
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6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?	Comprehension is emphasized as students are guided through annotation, vocabulary study, discussion, and independent thinking.	Comprehension is emphasized as students are guided through annotation, vocabulary study, discussion, and independent thinking.	Comprehension is emphasized as students are guided through vocabulary study, annotation, discussion, and independent thinking.	Comprehension is emphasized as students are guided through vocabulary study, annotation, discussion, and independent thinking.	Comprehension is emphasized as students are guided through vocabulary study, annotation, discussion, and independent thinking.
7. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?	We Do: Turn and Talk Digital Checks Turn and Talk Collaborative Groups Evaluation Form	We Do: Digital Checks Turn and Talk Collaborative Groups Evaluation Form	We Do: Digital Checks Turn and Talk Collaborative Learning Evaluation Form	We Do: Digital Checks Turn and Talk Collaborative Groups Evaluation Forms	We Do: Digital Checks Turn and Talk Collaborative Groups Evaluation Forms
8. Note the questions you could ask within the lesson to probe students' answers and to ensure they are precise with the evidence they are using.	What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language Infuse the themes?	What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language Infuse the themes?	What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language Infuse the themes?	What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language Infuse the themes?	What are characteristics of the Romantic Period? How does the theme in the article and the poem reflect Romanticism? Which examples of figurative language Infuse the themes?

9. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?	Exit Ticket: Does the idea of human beings genetically modifying other organisms concern you? What might be some pros and cons of	Respond to Chapter 6, 7, or 8 with DICE.  D-disturbing I-interesting C-confusing E-enlightening	Incorporate textual evidence in the MLA paper.	Incorporate textual evidence in the MLA paper.	Incorporate textual evidence in the MLA paper.
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	developing cloning technology?				
10. What data about student learning do I want to collect during this lesson? When and how will I check progress or gather this data?	Based on the CFA 2 results how are students achieving mastery of the same/new Standards.	Based on the CFA 2 results how are students achieving mastery of the same/new Standards.	Based on the CFA 2 results how are students achieving mastery of the same/new Standards.	Based on the CFA 2 results how are students achieving mastery of the same/new Standards.	Based on the CFA 2 how are students achieving mastery of the same/new Standards.
<b>Additional Considerations</b>					
<p>If your lesson contains homework, how will you utilize the work? Will you need to send scaffolding notes home? Is there a strategy you can use to maximize homework?</p> <p><b>Compile character analyses in a dialectical journal for <i>Frankenstein</i>.</b></p> <p><b>Produce a Power Point of key information from the Romantic Period including artists, events, literature, and writers .</b></p> <p><b>Discuss characters.</b></p>	<p>Due to the complexity of the anchor text, visuals and chapter summaries will be provided. Text Complexity -- Qualitative Measures Rubric</p> <p>e. Knowledge Demands -- Moderately Complex</p> <p>f. Text Structure -- Very Complex</p> <p>g. Language Features -- Moderately Complex</p> <p>h. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>	<p>Due to the complexity of the anchor text, visuals and chapter summaries will be provided. Text Complexity -- Qualitative Measures Rubric</p> <p>i. Knowledge Demands -- Moderately Complex</p> <p>j. Text Structure -- Very Complex</p> <p>k. Language Features -- Moderately Complex</p> <p>l. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>	<p>Due to the complexity of the anchor text, visuals and chapter summaries will be provided. Text Complexity -- Qualitative Measures Rubric</p> <p>i. Knowledge Demands -- Moderately Complex</p> <p>j. Text Structure -- Very Complex</p> <p>k. Language Features -- Moderately Complex</p> <p>l. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>	<p>Due to the complexity of the anchor text, visuals and chapter summaries will be provided. Text Complexity -- Qualitative Measures Rubric</p> <p>m. Knowledge Demands -- Moderately Complex</p> <p>n. Text Structure -- Very Complex</p> <p>o. Language Features -- Moderately Complex</p> <p>p. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>	<p>Due to the complexity of the anchor text, visuals and chapter summaries will be provided. Text Complexity -- Qualitative Measures Rubric</p> <p>q. Knowledge Demands -- Moderately Complex</p> <p>r. Text Structure -- Very Complex</p> <p>s. Language Features -- Moderately Complex</p> <p>t. Meaning -- Very Complex</p> <p>Overall Complexity -- Moderately Complex</p>
What materials are needed to execute the lesson?	Copies of Articles Copies of Poems Chart Paper Digital Images	Copies of Articles Copies of Poems Chart Paper Digital Images	Copies of Articles Copies of Poems Chart Paper Digital Images	Copies of Articles Copies of Poems Chart Paper Digital Images	Copies of Articles Copies of Poems Chart Paper Digital Images

	Highlighters Markers Paperback copy	Highlighters Markers Paperback copy	Highlighters Markers Paperback copy	Highlighters Markers Paperback copy	Highlighters Markers Paperback copy
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