Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Recall the major forms of literature, devices, and techniques, and apply them to Gothic literature
- Get to know Mary Shelley Wollstonecraft and her contribution to literature
- Analyze the phonetic composition of words
- Link relevant events and consequences in the story and state relationships of cause and effect
- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Understand punctuation as an essential aspect of grammar
- Integrate the information gathered in a global-to-local scale

Understanding(s):

Students will understand…

- Everybody has the capability to create something
- Gothic novels are characterized by an atmosphere of mystery and horror
- The tone of the selection affects the mood of the story; understanding the difference between the two and the proper use allows much greater creativity in the writing process
- Portmanteau describes new things by uniting two meanings into a single word
- Morphemes come together to create language that is full of meaning
- Cause and effect is part of all choices and decisions that we make and is a key component of our daily lives and everyday situations

Essential Question(s):

- What made the gothic novel different from other forms of literature?
- What are the typical characteristics of a gothic novel?
- Describe the monster's physical appearance. Why did the doctor create such a hideous being? What was his intent or purpose?
- How does the author use literary devices to demonstrate deeper meaning for the text?
- What visual imagery does the author create to activate one or more of the readers' emotions?
- How does an author's work persuade readers to change their opinions or alter their thoughts?
- How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?
- Examine the tone of certain paragraphs in the story and explain its impact on the selection

Knowledge:

Students will know…

- Distinguish key elements of gothic fiction
- Understand how tone can affect the mood of the story
- Infer the author's purpose
- Enhance language development skills
- Identify relevant events in the story and state relationships of cause and effect
- Integrate the information gathered in a global-

Skills:

Student will be able to…

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish words from their function
- Integrate the information gathered on a global scale

to-local scale	

Stage 2 - Assessment Evidence

Performance Task(s):

I. Formative – to determine students' learning within the Unit, the following assessments will be used:

a) Checklists: A chart with the list of students' names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities.
b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion.
d) Diagram/Organizer: To assess student's knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.
e) Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.
f) Creative Output: Create an alternate version or ending to the story; create a new story based on an act of pure creation; design a comic or diagram that illustrates the events that take place in the story; create a modern-day version of this same story with a similar plot but a completely different setting and characters

- In Chapter 3, students are expected to *recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.*

II. Summative – Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity
- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

Stage 3 - Learning Plan

Learning Activities:
Chapter 3 is divided into three categories: Literary Terms, Language Development and the Literature Selection, which comprise different strategies and skills. Students are expected to get familiar with the major forms of literature, genres and techniques. In this chapter, the pre-science fiction *gothic novel* is introduced, a combination of mystery and horror.   Tone and mood are critical elements of the literary analysis and how they impact the character's psychology and the atmosphere of the story. Use of the Story Analysis Worksheets can be instructive to guide the students annotating important, difficult, and symbolic meanings of words, phrases and passages, making connections and relating cultural values from the author's perspective in the time of writing to the relevance of the matter in the existing world, be it individual task, group discussions or pair work. The second category, Language Development, aids the student in building new vocabulary, different techniques, and understanding the context that will transport them into a different level of understanding based on the literature style and technique. Linguistic concepts and grammar are also mentioned here to better guide and prepare them for their reflection and writing analysis.

Category 1: Literary Terms
1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
2. Literary Devices and Techniques- explore the themes and conventions associated with these genres.
- Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
- Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, their works and their contribution to the Literature World

Category 2. Language Development – Tone and Mood; Portmanteau; Morphemes - Affix, Prefix, Suffix
- Differentiate between tone and mood
- Understand how to set the tone of a story to reflect the story's atmosphere or psychology of a character; show the ability to *change* the tone and set different tones throughout a story
- Explore the use of portmanteau words
- Demonstrate understanding of word parts, particularly *morphenes*, and how to divide and combine words using their parts to change the meaning and proper use
- Develop pre-writing techniques:
  - brainstorm
  - free-writing
  - written expressions: cause and effect
  - proofreading

Category 3. Reading Selection – Frankenstein, or the Modern Prometheus by Mary Shelley Wollstonecraft
- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Identify the tone and voice of the story
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish words from their function
- Integrate the information gathered on a global-to-local scale
-Supplementary Reading Suggestions for this chapter:
*Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity

- Mary Shelley's Frankenstein - full <u>graded</u> version (may need to be excerpted by teacher)
- Royal Jelly - Roald Dahl (creation, horror)
- The Evening and the Morning and the Night - Octavia Butler (creation, dystopian future, horror)

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Discuss the crime novel as a creative medium that portrays the complication of life, choices, and *consequences*
- Explain various aspects of character development in relation to literary elements, examining different genres and techniques
- Understand and articulate the necessity of *conflict* in any story
- Infer the author's purpose in writing this novel
- Integrate the information gathered in a global-to-local scale, be it your personal world, aspects of human nature, or society as-a-whole
- Gain insight into formal and formal English and wordplay with euphemisms
- Expand vocabulary through familiarizing pairs of homophones, and image and word association
- Practice proofreading and correcting common grammar mistakes

Understanding(s):

Students will understand…

- The basic structure and components of a crime novel
- Different perspectives on *consequences*, cause and effect, crime and punishment
- The author's message based on his life and the connection to it through his literary works
- How euphemisms are helpful to easily express a message more subtly and without misunderstanding
- Characterization as a literary device helps author to showcase stability of the story
- Proofreading own works and the works of others can be a fun learning experience
- Changing the narrative point of view changes the perspective of the reader and their connection to the characters in the story

Essential Question(s):

- What are the differences between a crime and horror novel?
- What is the primary internal conflict that is driving the main character's actions?
- How is this conflict developed by the author?
- Why does the main character's strength return after delivering the blow?
- How does the author use literary devices to demonstrate deeper meaning for the text?
- What visual imagery does the author create to activate one or more of the readers' emotions?
- List euphemisms that are used in this novel and explain their meaning.
- List homophones used in the reading selection. How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?

Knowledge:

Students will know…

- Read an excerpt from classic Russian novel
- Infer the author's purpose
- Identify formal and informal language and use euphemism in both verbal and written communication

Skills:

Student will be able to…

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context

• Expand vocabulary through image and word association, homophones • Practice proofreading • Integrate the information gathered in a global-to-local scale	• Distinguish words from their function • Integrate the information gathered on a global scale

Stage 2 - Assessment Evidence

Performance Task(s):

I. Formative – to determine students' learning within the Unit, the following assessments will be used:

a) Checklists: A chart with the list of students' names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities.

b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.

c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion.

d) Diagram/Organizer: To assess student's knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.

e) Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

f) Creative Output: Write the next chapter in the story; draw a comic/map/diagram to illustrate the development of the character's thoughts and actions over time; create an original crime story; create a crime story based on a specific setting provided by the teacher

   • In Chapter 4, students are expected to *recognize the forms of Literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.*

II. Summative – Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity
• Motivation
• Engagement
• Collaboration
• Communication pattern among peers and with the teacher
• Reactions
• Respect to others and different opinions

Stage 3 - Learning Plan

Learning Activities:
Chapter 4 is divided into three categories: Literary Terms, Language Development and the Literature Selection, which comprise different strategies and skills. Students are expected to get familiar with the major forms of literature, genres and techniques. In this chapter, a classic Russian crime novel is introduced. Cause and effect has been discussed before, but this excerpt probes deeper into the psychology of internal conflict. Use of the Story Analysis Worksheet is again useful to guide the students in annotating important, difficult, and symbolic meanings of words, phrases and passages, making connections and relating cultural values from the author's perspective in the time of writing to the relevance of the matter in the existing world, be it individual task, group discussions or pair work. The second category, Language Development, aids the students in building new vocabulary, different techniques, and understanding the context that will transport them into a different level of understanding based on the literature style and technique. *Euphemisms* and the idea of *image and word association* are explored in-depth. Linguistic concepts will better guide and prepare students for their reflection and writing analysis.

Category 1: Literary Terms
1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
2. Literary Devices and Techniques- explore the themes and conventions associated with these genres.
- Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
- Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, their works and their contribution to the Literature World

Category 2. Language Development – Conflict; Euphemisms and Slang; Image and Word Association, Proofreading; Narrative Point of View
- Conflict is key to any story's development and can be created in many different ways; conflict can be internal, external, or both
- Use euphemisms to soften the reality of communication in expressing what is socially difficult to express in direct terms
- Build vocabulary by recognizing formal and informal language in verbal or written forms (slang)
- Connecting images and words has a powerful effect in communication at all levels
- There are many different narrative points of view and they impact how the story is told and also how the story is *received* by the intended audience
- Develop pre-writing techniques:
   - brainstorm
   - free-writing
   - narrative crime story

Category 3. Reading Selection – Crime and Punishment by Fyodor M. Dostoevsky
- Express the *internal conflict* of Raskolnikov in the novel and infer the author's opinion about the same issue
- Describe how the author builds and develops this conflict and how it is central to the plot
- Describe how the character's personality, attitudes and conflict change over time and explain why these are important to the novel
- Discuss how the author develops the theme
- Recognize the literary devices that are present in the selection
- Integrate the information gathered on a global-to-local scale

-Supplementary Reading Suggestions for this chapter:

Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity

- Crime and Punishment - full <u>graded</u> version (may need to be excerpted by teacher)
- The Monkey's Paw - W.W. Jacobs (consequences, horror)
- The Rocking-Horse Winner - D.H. Lawrence (consequences, horror)