English 12 Regents

New York State Common Core-

L.6- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

R.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Aim- Understanding Shelley’s use of powerful language and imagery

Do Now- Explain the following quote in your own words:

 “…inspire me with fortitude, and awaken in me the courage to dispel the dark cloud which brooded over me.” –Shelley

Procedure-

1. Students will discuss their Do Now responses within a Think-Pair-Share and then with the class as a whole
2. Students will receive the Quotation Identification Activity and review the directions
3. Pre-determined groups will meet to work on the assignment as follows:
4. Group 1- Quotes A, B, C
5. Group 2- Quotes D, E, F
6. Group 3- Quotes G, H, I
7. Group 4- Quotes J, K, L
8. Group 5- Stanzas M, N
9. Students will work collaboratively for 5-10 minutes (depending upon time).
	1. If time allows, the groups will begin to present their findings to the class. The group presentations will most likely continue into the next day.
	2. Groups will complete the chart on the SmartBoard, explaining the following:
		1. Who said it?
		2. What did they mean?
		3. Can this quote connect to your life? How?

**Closure-** Which quote was the most powerful, in your personal opinion? Why? What images did this quotation conjure in your mind?

**Homework-** Locate 3-5 powerful, imagery rich quotes to share with the class tomorrow

***Quotation Identification Activity***

***Frankenstein:*** *Volume Two*

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| ***QUOTE*** | ***Pg. # and paragraph*** | ***Who said it?*** | ***What did they mean?*** | ***Can this quote connect to your life?*** | ***How?*** |
| A. “Now all was blasted: instead of that serenity of conscience which allowed me to look back upon the past with self-satisfaction, and from thence to gather promise of new hopes, I was seized by remorse and the sense of guilt, which hurried me away to a hell of intense tortures, such as no language can describe.” | Pg. 93, Para. 1 |  |  |  |  |
| B. “…inspire me with fortitude, and awaken in me the courage to dispel the dark cloud which brooded over me.” | Pg. 93, Para 3 |  |  |  |  |
| C. “…but I was restrained when I thought of the heroic and suffering Elizabeth, whom I tenderly loved…” | Pg. 94, Para 3 |  |  |  |  |
| D. “She was no longer that happy creature who in earlier youth wandered with me on the banks of the lake, and talked with ecstasy of our future prospects.” | Pg. 95, Para 2 |  |  |  |  |
| E. “…but now misery has come home, and men appear to me as monsters thirsting for each other’s blood.” | Pg. 95. Para 3 |  |  |  |  |
| F. “I, not in deed, but in effect, was the true murderer.” | Pg. 96, Para 2 |  |  |  |  |
| G. “Even as she spoke I drew near to her, as if in terror; lest at that very moment the destroyer has been near to rob me of her.” | Pg. 96, Para 3 |  |  |  |  |
| H. “My wanderings were directed to the valley of Chamounix. I had visited it frequently during my boyhood. Six years had passed since then: I was a wreck—but nought had changed in those savage and enduring scenes.” | Pg. 97, Para 2 |  |  |  |  |
| I. “…allow me this faint happiness, or take me…away from the joys of life.” | Pg. 101, Para 2 |  |  |  |  |
| J. “Yet you, my creator, detest and spurn me, they creature, to whom thou art bound by ties only dissoluble by the annihilation of one of us.” | Pg. 102, Para 3 |  |  |  |  |
| K. “Be calm! I intreat you to hear me, before you give vent to your hatred on my devoted head.” | Pg. 102, Para 6 |  |  |  |  |
| L.“Life, although it may only be an accumulation of anguish, is dear to me, and I will defend it.” | Pg. 102, Para 6 |  |  |  |  |
| M.“Everywhere I see bliss, from which I alone am irrevocably excluded. I was benevolent and good; misery made me a fiend. Make me happy, and I shall again be virtuous.” | Pg. 103, Para 1 |  |  |  |  |
| N.“For the first time, also, I felt what the duties of a creator towards his creature were…” | Pg. 104, Para 4 |  |  |  |  |

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Aim- Understanding Volume 2 and introduction to Volume 3 of Frankenstein

Do Now- Write an “I Am” poem from your own perspective

Procedure-

1. Students will complete their Do Now assignment, but will not share until the end of the lesson, if desired
2. Pre-determined groups will meet to work on the assignment as follows:
3. Group 1- Volume 2 Part 1 worksheet pages 130-138, questions 1-6 plus Aim and Do Now
4. Group 2- Volume 2 Part 1 worksheet pages 138-146, questions 7-13 plus Aim and Do Now
5. Group 3- Volume 2 Part 2 worksheet pages 147-155, questions 1-6 plus Aim and Do Now
6. Group 4- Volume 2 Part 2 worksheet pages 155-162, questions 7-11 plus Aim and Do Now
7. Students will work collaboratively for 7-10 minutes (depending upon time).
	1. If time allows, the groups will begin to present their findings to the class. The group presentations will most likely continue into the next day.
	2. Each group will present and discuss the Aim and Do Now for the assigned section of Part 2 or 3, and discuss each assigned question at length with the class.
	3. Answer will be placed on the board or can be presented in PowerPoint format, if desired.
	4. Additional points and/or questions will be discussed by each group
8. The class will share the “I Am” poems, written from their own perspectives, with their groups, before returning to their original seats.
9. The class will create an “I Am” poem for Frankenstein’s creature.
10. Examples will be shared with the class and can be typed up for extra credit.

**Closure-** Why is it important to empathize with others? How can we do that in our personal lives? What would you do if you were in Victor’s shoes? The Creature’s shoes?

**Homework-** Finish reading Part 3 of *Frankenstein*

***Frankenstein***

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*Volume Two- Part 1*

*Pages 130-146*

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| ***Aim-*** Identifying the benevolence within the Creature***Do Now-*** Have you ever done something out of kindness that somehow backfired on you? Explain… |

1. Overall, what is the creature’s reaction to the cottagers?
2. What is the creature’s reaction to Milton’s poem “Paradise Lost”? According to the creature how is he both like and dissimilar to Adam?
3. What does the creature learn from papers found in Victor’s pocket?
4. For what does the creature hope, and what plans does he make to achieve this hope?
5. How does the old man react to the creature?
6. What happens when the others return?
7. How does the creature feel? What does he wish he had done? What is his next plan?
8. What happens to the cottagers? What is the creature’s reaction to this?
9. Why does the creature decide to go to Geneva? How have these horrible circumstances changed the creature?
10. What happens that makes the creature feel even more bitter?
11. Why does the creature kill William? How does the creature feel afterward?
12. What does the creature do with the portrait he takes from William?
13. What does the creature say Victor must do?

*\*Additional Notes-*

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***Frankenstein***

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*Volume Two & Three-Part 2*

*Pages 147-162*

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| ***Aim-*** Understanding the human need for companionship***Do Now-*** What are the top 3-5 qualities you look for in a friend? In a boyfriend/girlfriend? |

1. Why does the creature say he is malicious? Do you think his feelings are justified and/or understandable?
2. Why does the creature think he will not be happy with a female like himself? Do you agree with him? Explain why or why not.
3. Describe Victor Frankenstein’s reaction to the monster’s request. What does he decide? Do you agree with his decision? Why or why not?
4. What are Dr. Frankenstein’s feelings when he returns home?
5. Why doesn’t Victor want to marry Elizabeth right away?
6. Why does Victor decide to go to England? How does he feel about Henry going with him?
7. Explain the following statement Victor makes: *“But through the whole period during which I was the slave of my creature, I allowed myself to be governed by the impulse of the moment.”* Give examples of how this is true:
8. Contrast Henry and Victor:
9. Describe Henry and Victor’s journey. What is Henry’s opinion of the area around the Rhine?
10. How is Henry a Romantic?
11. In what fashion does Victor talk about Henry toward the end of this chapter?

*\*Additional Notes-*

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### *Format for an "I Am" Poem about YOU*

### j0078751

#### *First Stanza*

#### I am (two special characteristics about person)

#### I wonder

#### I hear

#### I see

#### I want

#### I am (first line of the poem repeated)

#### *Second Stanza*

#### I pretend

#### I feel

#### I touch

#### I worry

#### I cry

#### I am (first line of poem repeated)

####

#### *Third Stanza*

#### I understand

#### I say

#### I dream

#### I try

#### I am (first line of poem repeated)

### *Format for an "I Am" Poem about the Creature*

### j0078751

#### *First Stanza*

#### I am (two special characteristics about person)

#### I wonder

#### I hear

#### I see

#### I want

#### I am (first line of the poem repeated)

#### *Second Stanza*

#### I pretend

#### I feel

#### I touch

#### I worry

#### I cry

#### I am (first line of poem repeated)

####

#### *Third Stanza*

#### I understand

#### I say

#### I dream

#### I try

#### I am (first line of poem repeated)

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