**Lesson Title: What Defines a “Monster”?**

Course: ENG 3U

Unit: Novel Study

Topic: Introduction to *Frankenstein* and the Gothic

Time: 75 minutes

Learning Goals:

* Students will be able to understand the crucial components of a Gothic novel.
* Students will be able to evaluate humanistic traits in the monster or villainess characters.
* Students will be able to create a justification and evaluation to the value of *Frankenstein* as a Gothic novel.

Success Criteria:

* I can understand various components of a Gothic novel.
* I can analyze how disabled minorities are misrepresented in the Gothic novel.
* I can identify how setting and atmosphere are crucial to the Gothic novel.

Curriculum Expectations:

* Overall
	+ Reading and Literature Studies
		- 1. Reading for Meaning: Read and demonstrate an understanding off a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.
* Specific
	+ 1.4 Making Inferences: Make and explain inferences of increasing subtlety about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen states and implied ideas from the texts.
	+ 1.5 Extending Understanding of Texts: Extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.
	+ 1.6 Analyzing Texts: Analyze texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements.
	+ 1.7 Evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text to support their opinions.

Materials:

* Paper and pens
* Placemats (x2 – one which says GOTHIC and the other which says NOT GOTHIC)
* Cue Cards numbered 1 – 9 for the atmosphere activity
* *Frankenstein* novel
* Cauldron for matching activity
	+ Terms and definitions worksheet to go inside of the box
* Audio recording of *Frankenstein* being built
* Speaker for audio recording
* Materials to Build *Frankenstein*
	+ Plastic straws
	+ Construction paper
	+ Scissors
	+ Glue
	+ Coloured markers
	+ Bristol board
	+ Googly eyes
	+ Halloween stickers
* Cards for atmosphere and setting activity
* Worksheet for Atmosphere activity
	+ <https://www.canva.com/design/DAFPzOJQCTE/XNVXQe9sQlYKBtX4MUINDg/edit?utm_content=DAFPzOJQCTE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton>
* Laptop and/or school sanctioned electronic device
* Projector for various PowerPoints
* Whiteboard/Whiteboard markers
* Station Infographics
	+ <https://www.canva.com/design/DAFPzHLSMwU/06uK3_0iMMxWfrS5Q-oaGw/edit?utm_content=DAFPzHLSMwU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton>

Resources:

* <https://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>
* <https://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf>

What the students SHOULD know prior to this lesson:

* This lesson, as an introduction to a concept, does not require any prior knowledge. However, having some base knowledge of literary definitions and the basic structure of a novel would serve advantageous to students.

Lesson:

* Introduction (15 minutes)
	+ A key question will be written on the board: Why is it important to not judge a book by its cover? Provide an explanation with key details.
	+ Students will be read the key question and will be asked to respond to the question to begin a guided discussion.
	+ Guided Discussion Questions:
		- What do you think of when you hear ‘Frankenstein’?
		- What do you think the creature in *Frankenstein* represents?
		- What value does this novel have to study?
	+ Should students not want to participate orally, they can either write their responses briefly on a piece of paper and hand it in.
	+ The teacher will create a web on the board with ‘F*rankenstein*’ in the middle and write students developed ideas around the web. The web will be kept on the board for the entirety of the lesson to remind students of their opening thoughts regarding *Frankenstein* and students can refer to these ideas for their closing self-reflection. Oral participation will be encouraged but is not mandatory.
* Content (50 minutes)
	+ Introducing The Gothic Novel (15 minutes)
		- PowerPoint: [Introduction to Gothic Literature.pptx](https://uwin365-my.sharepoint.com/%3Ap%3A/g/personal/dufou11f_uwindsor_ca/ES6E4d9swMNLpc4k5wY9Q-8B-GaqX6L2ZY4_1OTArRZpkQ?e=bNdUpS)
		- Students will be introduced to the basic concepts of a Gothic novel and its historical significance. Additionally, they will learn about the setting and common characters in a Gothic novel. During the PowerPoint presentation, students will have the opportunity to interact and engage as they will be asked to answer brief questions. For example, “What do you think when you hear the term “Gothic Literature”?” Here, the teacher will assess students’ prior knowledge before beginning the main activity.
		- The PowerPoint presentation is beneficial to students who are both auditory and visual learners and acquire information by reading, seeing, or interpreting/observing illustrations of material. Additionally, students may take notes or information from the PowerPoint will be supplied/provided online to them.
	+ **Stations:**
		- Prior to students' entrance into the class, the teacher will place three infographics at their corresponding stations. These will explain the activity to the students. Although each station will be explained by the teacher, these will provide a reminder to the students of what they are to do.
			* <https://www.canva.com/design/DAFPzHLSMwU/06uK3_0iMMxWfrS5Q-oaGw/edit?utm_content=DAFPzHLSMwU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton>
		- They are "spooky” themed.
		- **Station #1: “Building the Creature” (15 minutes)**
			* At the first station, students will be given an abundance of art supplies as listed under the “Materials” portion of the lesson plan. Students can add and use any supplies they bring in themselves as well. Students will be given the option to sketch an image or create a 3D model or a book cover of what *Frankenstein* appears like within the book (based on characteristics Victor Frankenstein lists within the novel). As a guided meditation within this activity, the audio of how the creature was created will be playing in the background. Students will be encouraged to also take a creative perspective and make the creature their own.
			* Students will have guided discussions at the table regarding the significance of the creature:
				+ What does the creature remind you of?
				+ How can the creature be a representation of the disabled community? How is the creature misrepresented?
				+ How is the creature humanized? What humanizing features does he convey?
				+ Why is it important not to judge a book by its cover/make judgements of others?
			* This activity focuses on the multiliteracies visual for the cross-curricular Visual Arts component, auditory for the audio recording playing on the creation of the creature, and linguistic for the discussion ensuing. Each group will be expected to record important points about their discussion that can be reflected upon at the end of class.
			* Grade 11 Visual Arts Specific Expectations:
				+ A1.1 Use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of art works that address a variety of creative challenges.
				+ A2.1 Explore how elements and principles of design can be used to convey emotion and enhance personal expression and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience.
		- **Station #2: “Crucible of Clues”- Matching Terms and Definitions** (10 minutes)
			* Resource: [Multiliteracies Project\_Station #2](https://uwin365-my.sharepoint.com/%3Aw%3A/g/personal/dufou11f_uwindsor_ca/Eb_eziItoSFAuNWg_fxJHOwBWSuuRoCqinCTeAm4d7JgKg?e=c89x7p)
				+ to be prepped before class
			* Designed for gestural/kinesthetic learners
			* This station is designed to cover the “knowledge” portion of the lesson and allow students to engage with the definitions that reflect the qualities of the “Gothic” genre of literature.
			* Students will work together in groups of 3-4 and use the information from the PowerPoint and their prior knowledge to decipher which definition matches the term.
			* The terms will be pre-placed onto a board, so students can easily move their definitions around. The definitions will be placed into a caldron (to keep with the theme and mood for the lesson).
			* In groups of 3-4, students will pull a definition from the caldron and determine the correct definition for each term.
			* Once all the definitions have been assorted, students will create their own definition of the term “monster.”
				+ The teacher will pose the prompt and question on a white board:

Victor Frankenstein creates a “monster,” who immediately receives the label of possessing these characteristics. “What qualities define a “monster?”

Students will add ideas (words or short phrases) to the whiteboard.

DI- this will be beneficial for tactile and linguistic learners, where they can brainstorm their idea through words.

* + - * + This will consolidate with the labels given to people in society and how they affirm stereotypes, which students will learn about later in the Unit.
			* This – as with all other stations – will be set up prior to student arrival.
		- **Station #3: Picture Matching with Atmosphere and Setting** (10 minutes)
			* This station seeks to engage all students, with particular emphasis placed upon catching the attention of students who are more auditory and visual learners, having them meld these two aspects. To match, students will sort the sounds and images into two placemats– one entitled GOTHIC and the other NOT GOTHIC.
			* The PowerPoint will be played from a school-sanctioned electronic device. There only needs to be one at the station, as the students can work as a group.
			* Students will be tasked with listening to a set of various songs/sounds and looking at certain images; these will each have a corresponding name or picture (which will appear on a card), that they will sort into two columns (as mentioned).
			* This station will be set up prior to student arrival.
			* Accompanying the cards, the students will have to record their summations in a note – the template of which can be found here: (<https://www.canva.com/design/DAFPzOJQCTE/XNVXQe9sQlYKBtX4MUINDg/edit?utm_content=DAFPzOJQCTE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton>). This ensures that they have a touchstone to return to for assessments.
* Conclusion: Self-Reflection Exit Card (10 minutes)
	+ Students will be granted time to complete any unfinished activities from all three stations and ask any questions they may have.
	+ Reveal to students that *Frankenstein* is not the name of the monster in the novel but the scientist that created him and the creature remains nameless throughout the novel. The creature is referred to as a “creature” or “monster” throughout the book.
	+ Students will be asked to perform a self-reflection on their knowledge of the themes presented to them on *Frankenstein* and rate their comfortability with the material on a scale of 1-5.
	+ This activity will be handed in at the end of the class, and students will be asked: What would you rate your understanding from 1-5 on the material presented to you at the three workstations? How do you feel about your understanding of the creation of the creature? How do you think this will affect your understanding of the future of the novel as a whole?
		- Students are encouraged to refer to their initial thoughts on *Frankenstein* within their reflection and describe how this has changed throughout the class, and how the activities affected this change.

Strategies for Differentiated Instruction:

* For visual learners
	+ The activities in Stations two & three are designed with spatial and visual learners in mind. By completing the activities, students will see the information synthesised in numerous visual methods. Activity #1 (definitions) will allow students to conceptualize terms in a way that is written and laid out in front of them, as well as through the visual brainstorming process. Activity #2 will have students engage with numerous visuals that represent the “Gothic” genre in a variety of settings.
	+ The PowerPoint will also allow students to visualize key information and concepts (content) in a manner that is visually appealing and makes connections to known figures and concepts that students are likely already familiar with.
* For auditory learners
	+ The soundscape activity (Station #3) implements an auditory component to the required task. Students will listen to a variety of sounds and prompts on an electronic device that corresponds to a theme of either “Gothic” or “Anti-Gothic” qualities. Furthermore, musically inclined students may also excel in this activity, as they will listen to audio recordings of music in various genres, consolidating the concepts. The “building *Frankenstein”* Activity #1, will also require students to listen to an audio recording of the process of the creature being created. This will immerse students into the story and the process in which they will follow.
* For tactile learners
	+ Activity #1 possesses a significant aspect of tactile differentiation. Students can comprehend the concepts of the important chapter of the novel, where Frankenstein creates the creature in the laboratory. Paired with the audio recording, students can follow along by creating an art piece that mimics the steps that Shelly details going into the creation process. This activity is also cross-curricular and incorporates specific expectations from the Visual Art curriculum documents.

Accommodations:

* Students with physical disabilities can be accommodated by creating pathways in the class to move through the stations appropriately. The class should be set up properly before the class begins to not draw attention to the student's mobility needs.
* Students who have social or performance anxiety can stay in their familiar spot within the classroom, should they feel more comfortable in this area, and the classroom activities and workstation will be brought to the student for them to work independently.
* Students that struggle with written work can communicate their thoughts orally rather than in writing to describe the creature’s humanistic qualities and how he may misrepresent the disabled community as a monster.

Reflection:

* Following the lesson, the teacher will determine students' engagement and interaction that students had with the active learning activities. The lesson was designed to be highly engaging and have a student-centred approach to introducing the elements of a Gothic novel. The educator should ask themselves “Following the PowerPoint, do students have a good grasp of definitions and atmosphere to complete with a proximal amount of challenge and understanding through Stations 2 and 3?” We will determine how students respond to engaging with the key themes of the *Frankenstein* novel such as: “Do not judge a book by its cover” and the themes of the portrayal of disabilities in media through the introduction activity and Activity #1. Does this need to be explored deeper or prefaced more before beginning the readings? Are students able to have meaningful discussions on these related topics?

Rationale and Next Lesson:

* This lesson will provide the students with a foundational knowledge of popular concepts found within the Gothic genre. It will also provide students with an introduction to the nameless being in *Frankenstein*, how he was built, and why his construction and representation are important to the structure of the novel. These rotary stations will allow students to explore the concepts of a monster from a literary point of view and divulge themes of power, science, and man versus nature. In the next lesson, students will be formally introduced to Mary Shelley as an author and how this birthed the novella and other significant themes that are seen throughout the book; for example, the theme of social alienation or family. Also, students will be required to read the first three chapters to be explicated in the following class.