


## Unit 3: What Is a Monster? A Study of Monstrous Antagonists in Literature II

### Introduction

This ninth grade unit of study is the second quarter of the Introduction to Literature and Composition (ILC) class required for graduation. In this study, students read multiple versions of a classic folktale, several poems, and an essay to prepare for studying the novel *Frankenstein*.

Students continue to use a set of thematic questions to analyze each piece of literature. They talk with partners, in small groups, and as a whole class. They write informal notes, structured notes, impromptu essays, and formal essays, both short and extended. They self-monitor multiple reading comprehension strategies in different texts and develop intertextuality skills, demonstrated in writing. Students continually self-assess progress toward their reading and writing goals. After completing this unit, students will be familiar with the role of monsters in various genres of literature and will be able to develop a thesis using evidence from multiple texts.

 English Language Learner (ELL) connection—These planning guides were written to intentionally integrate transitioning ELLs’ needs. The star symbol indicates a strategy and/or additional support essential for transitioning ELLs and embedded throughout the lessons. These suggestions may also benefit other learners. The Notes column shows details and reminders related to ELL strategies, as well as additional information for teachers working with different student populations.

Unit Inquiry Questions	Big Ideas (from the NCTE/IRA Standards of English)
<ul style="list-style-type: none"> <li>• What is a monster?</li> <li>• What makes a monster?</li> <li>• How do we recognize a monster?</li> <li>• How do we deal with a monster?</li> <li>• Are monsters real?</li> <li>• What about the monster within?</li> <li>• Can we love the monster?</li> </ul>	<ul style="list-style-type: none"> <li>• Read a wide range of literature from many periods in many genres to build understanding of the many dimensions of human experience.</li> <li>• Use thematic questions to identify, discuss, and write about roles of protagonists and antagonists in many forms in literature.</li> <li>• Connect multiple texts while forming positions and building arguments about roles of protagonists and antagonists using evidence from various genres of literature.</li> <li>• Interact with each other as partners, in small groups, and as a class to build sophisticated meanings and complex understandings of multiple texts.</li> </ul>

### Grade 9 Reading and Writing Assessment Framework Objectives

- 1a: Compare and contrast texts with different themes or ideas.
- 1b: Summarize, synthesize, and evaluate information from a variety of texts and genres.
- 1f: Locate and recall information in different text structures (e.g., cause and effect, problem/solution, compare/contrast).
- 2a-e: Develop a thesis statement about a particular text and provide support from the text.
- 2 (benchmark): Support an opinion using various forms of persuasion.
- 3a-g: Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- 4a: Identify author’s purpose and the text’s historical and cultural context from information presented.
- 4a-e: Apply thinking skills to reading, speaking, listening, and viewing.
- 4d: Analyze text to make predictions and draw conclusions.
- 6a: Read and respond to a variety of literature that represent perspectives from places, people, and events that are familiar and unfamiliar.
- 6a-e: Read and recognize literature as a record of human experience.
- 6b: Apply literary terminology to understand text (recognize and identify the role of a monster in literature).

## Resource Kit

- Reading List
- Reading Calendar and Home Reading Contract
- Course Syllabus with Guiding Questions
- Shared Reading Guides
- Guidelines for Shared Reading, Group Work, Vocabulary Study
- Workshop Model Guide
- *Monster* by Walter Dean Myers
- *Frankenstein* by Mary Shelley
- “The Monster,” by Louis J. Rodriguez from *Cool Salsa* by Lori Carlson
- “La Llorona” copyrighted by Lee Paul at [www.theoutlaws.com/ghosts3.htm](http://www.theoutlaws.com/ghosts3.htm)
- “La Llorona” from *Mexican Ghost Tales* by Alfred and Kat Avila
- “La Llorona,” various versions of the folktale at [http://www.lallorona.com/La\\_index.html](http://www.lallorona.com/La_index.html)
- “La Llorona” text from Wikipedia, the free encyclopedia, at [http://en.wikipedia.org/wiki/La\\_llorona](http://en.wikipedia.org/wiki/La_llorona)
- *Scene from the Movie GIANT* by Tino Villaneuva
- Poems from *Scene from the Movie GIANT* by Tino Villaneuva
  - “Scene from the Movie *GIANT*”
  - “The 8 O’Clock Movie
  - “The Benedicts (Up Close)
  - The Serving of Water
  - Claiming the Air
  - “Text for a *Vaquero*: Flashback”
  - The Existence of Sarge
- *GIANT*, the movie (optional; purchase from amazon.com, rent, or check out of library)
- “General Guide to Assessing Responses to Convergent and Divergent Questions (Lesson 1)
- “Eight Levels of Convergent Questions” (Lesson 6)
- “Glossary of Words from *Scene from the Movie Giant* by Tino Villanueva” (Lesson 9)
- “Notes about Mary Shelley and the Inception of *Frankenstein*” (Lesson 21)
- “Shared Reading Guide for *Frankenstein* by Mary Shelley” (Lesson 24)
- “Universal Group Roles” (Lesson 34)
- Writing notebooks
- Writing Instruction Guide
- Short Constructed Response Essays 1-4 (supported)
- Short Constructed Response Rubric  
[http://www.cde.state.co.us/cdeassess/documents/csap/csap\\_scoring.html#Writing](http://www.cde.state.co.us/cdeassess/documents/csap/csap_scoring.html#Writing)
- Extended Constructed Response Essays 1-2 (supported)
- Extended Constructed Response Rubric  
[http://www.cde.state.co.us/cdeassess/documents/csap/csap\\_scoring.html#Writing](http://www.cde.state.co.us/cdeassess/documents/csap/csap_scoring.html#Writing)
- Extended Constructed Response Essay exams (“Final Exam: *Frankenstein* Reading Comprehension and Essay Composition”; Lesson 47)
- “SCR and ECR Writing Prompts” (Lesson 3)
- “SCR Grade Cover Sheet” (Lesson 3)
- “SCR Self Assessing Grade Sheet” (Lesson 3)
- “Guide to Formal Writing Instruction Assessment” (Lesson 7)
- “The Writing Process” (Lesson 7)
- “A Study in Intertextuality” (Lesson 9)
- “ECR Grade Cover Sheet” (Lesson 9)
- “ECR Self-Evaluation Grade Sheet” (Lesson 9)
- “*Frankenstein* Unit Folder Cover Illustration Project Scoring Guide” (Lesson 22)
- “Assessment Rubric for *Frankenstein* Tracking Notes” (Lesson 32)
- “Chapter 5 Sample Tracking Notes” (Lesson 33)
- “*Frankenstein* Illustration Project Scoring Guide” (Lesson 41)

Unit 3 Lessons 1-5 Week 10	Reading/ Writing Workshops	Lesson 1: Debriefing Quarterly Exams and Setting Goals ★	Lesson 2: Reading “The Monster” by Luis J. Rodriguez ★	Lesson 3: Writing about “The Monster” by Luis J. Rodriguez ★	Lesson 4: Recalling and Reading “La Llorona” ★	Lesson 5: Reading More Versions of “La Llorona” ★
	Extended Skills	Write independent statements of partner preferences Partner talk for closure ★	Assign new partners (if any) Partners plan to finish books and start reading common books ★	Read independently; take literature notes Partners revisit thematic questions ★	Read independently Partner discuss possible versus impossible in literature ★	Group discuss real and impossible story elements in independent reading books and in “La Llorona” ★
Unit 3 Lessons 6-10 Week 11	Reading/Writing Workshops	Lesson 6: Comprehending the Wikipedia Encyclopedia Article about “La Llorona” ★	Lesson 7: Comparing and Contrasting Different Versions of “La Llorona” ★	Lesson 8: Concluding and Introducing ECR 4 ★	Lesson 9: Reading “Scene from the Movie <i>GIAN7</i> ” I ★	Lesson 10: Reading “Scene from the Movie <i>GIAN7</i> ” II ★
	Extended Skills	Independently begin Reading Letter 5 with inclusion of possible versus impossible Partner talk ★	Continue to draft ECR 4, write Reading Letter 5, or read independently Partners read each other’s essays ★	Complete essay and/or reading letter or read independently ★	Reading Letter 5 due Read independently Write guiding questions for partner talk Partners discuss questions ★	Write guiding questions for partners in three-column note taking guide Partners reread and take notes on partner guiding questions ★
Unit 3 Lessons 11-15 Week 12	Reading/Writing Workshops	Lesson 11: Reading “The 8 O’Clock Movie” ★	Lesson 12: Reading “The Benedicts (Up-Close)” ★	Lesson 13: Reading “The Serving of Water” ★	Lesson 14: Reading “Claiming the Air” ★	Lesson 15: Reading “Text for a Vaquero: Flashback” ★
	Extended Skills	Partners discuss note-taking guides Independently continue rereading and note taking ★	Partners discuss impact of rereading and note taking Read independently and/or continue taking notes ★	Partner guided notes due Groups discuss aesthetic experience in novels versus poetry ★	Read independently; take literature notes Partners compare and contrast, clarify, and interpret literature notes ★	Read independently; take literature notes Partners return to thematic questions and identify monstrous antagonists ★

Unit 3 at a Glance

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Unit 3 Lessons 16-20 Week 13	Reading/Writing Workshops	Lesson 16: Reading “The Existence of Sarge” ★	Lesson 17: Synthesizing Seven Poems by Tino Villanueva ★	Lesson 18: Viewing the Scene from the Movie <i>GIANT</i> (optional) ★	Lesson 19: Writing SCR 6 as a Quiz on Intertextuality ★	Lesson 20: Considering Literature as Aesthetic Experience ★
	Extended Skills	Read independently; continue to take literature notes Partners identify features of heroic protagonists ★	Partner discuss author’s purpose and literary experience Read independently ★	Begin Reading Letter 6 ★	Reading Letter 6 due with literature notes ★	Groups discuss expectations and reactions to reading classic literature ★
Unit 3 Lessons 21-25 Week 14	Reading/Writing Workshops	Lesson 21: Learning about Mary Shelley and the Inception of <i>Frankenstein</i> ★	Lesson 22: Illustrating Characteristics of Romantic and Gothic Literature ★	Lesson 23: Beginning to Read <i>Frankenstein</i> ★	Lesson 24: Reading Letter 2 from <i>Frankenstein</i> ★	Lesson 25: Reading Letter 3 from <i>Frankenstein</i> ★
	Extended Skills	Read independently; take literature notes Partner talk to clarify, interpret, predict, and judge ★	Continue designing and creating unit folder cover illustrations ★	Work independently: continue unit folder cover illustrations ★	Work independently: continue unit folder cover illustrations Partner talk about characteristics of Gothic/Romantic literature ★	Complete illustration projects Partners consult on grading criteria and finishing touches for illustration projects ★
Unit 3 Lessons 26-30 Week 15	Reading/Writing Workshops	Lesson 26: Beginning to Read Letter 4 from <i>Frankenstein</i> ★	Lesson 27: Finishing Letter 4 and Reading Chapter 1 of <i>Frankenstein</i> ★	Lesson 28: Reading Chapter 2 of <i>Frankenstein</i> ★	Lesson 29: Reading Chapter 3 of <i>Frankenstein</i> ★	Lesson 30: Beginning Chapter 4 of <i>Frankenstein</i> ★
	Extended Skills	Unit illustration projects due; teacher-student conferences with project grading Read independently ★	Partners clarify and interpret partner books and return to thematic questions Independently read literature notes ★	Begin Reading Letter 7 Partners discuss thesis of reading letters ★	Continue or complete Reading Letter 7 Partners read and respond to each other’s reading letters ★	Reading Letter 7 due Begin new literature notes Partners compare and contrast new literature notes ★

Unit 3 Lessons 31-35 Week 16	Reading/Writing Workshops	Lesson 31: Finishing Chapter 4 of <i>Frankenstein</i> and Writing SCR 7 ★	Lesson 32: Reading Chapter 5 of <i>Frankenstein</i> ★	Lesson 33: Clarifying and Interpreting Chapter 5 from <i>Frankenstein</i> ★	Lesson 34: Reading Chapter 6 from <i>Frankenstein</i> ★	Lesson 35: Reading Chapters 7–8 from <i>Frankenstein</i> ★
	Extended Skills	Work independently on essay or read and take literature notes Partners provide recommendations to improve essays ★	Read independently; take literature notes Partners compare and contrast literature notes with tracking notes ★	Reread, take tracking notes, talk with partners, talk in groups, talk in whole class clarification ★	Reread, take tracking notes, talk with partners, in groups, and in whole class Do shared reading of Chapter 7 and begin rereading ★	Partners reread and track, groups discuss, whole class clarifies Read aloud Chapter 8 and begin rereading ★
Unit 3 Lessons 36-40 Week 17	Reading/Writing Workshops	Lesson 36: Reading Chapters 9–10 from <i>Frankenstein</i> ★ Partner, group and whole class clarification of Chapter 8; shared reading of Chapters 9–10	Lesson 37: Reading Chapters 11–12 from <i>Frankenstein</i> ★ Group reread of Chapter 11 with tracking notes	Lesson 38: Reading Chapters 13–14 from <i>Frankenstein</i> ★ Independently reread Chapter 12 with tracking notes; partner and group talk	Lesson 39: Reading Chapters 15–16 from <i>Frankenstein</i> ★ Some guided shared reading of Chapter 15, with independent reread of final pages and special focus questions	Lesson 40: Reading Chapter 17 and Beginning ECR 5 ★ Partner, group, and independent planning Focus lesson with rubric
	Extended Skills	Take collective tracking notes for end of Chapter 10 ★	Partner reread Chapter 12 with tracking notes ★	Shared read of Chapter 14, no notes; ongoing clarification and interpretation ★	Partners reread Chapter 16 with tracking notes and whole class clarification based on partner talk ★	Draft essay body paragraphs ★

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Unit 3 Lessons 41-45 Week 18	Reading/Writing Workshops	Lesson 41: Conferring about ECR 5 and Beginning <i>Frankenstein</i> illustration Project ★	Lesson 42: Finishing ECR 5 ★ Write transitions, conclusions, and introductions	Lesson 43: Reading Chapters 18–19 from <i>Frankenstein</i> ★ Skim Chapter 18 and take collective tracking notes	Lesson 44: Reading Chapters 20–21 from <i>Frankenstein</i> ★ Independently reread Chapter 20 with partner and group talk	Lesson 45: Reading Chapters 22–23 from <i>Frankenstein</i> ★ Groups reread or skim Chapter 22, talk, and take tracking notes
	Extended Skills	Conduct writing conferences Work independently on illustration projects Finish drafting essays as needed ★	Partner conferences Teacher conferences Begin final essay drafts ★	Shared read of Chapter 19 with chapter summary notes ★	Partners skim Chapter 21 and take tracking notes together ★	Independently reread Chapter 23 with notes, then group talk ★
Unit 3 Lessons 46-50 Week 19	Reading/Writing Workshops	Lesson 46: Finishing Reading <i>Frankenstein</i> ★ Independently reread pages 171–176 with tracking notes; partner and group talk	Lesson 47: Beginning the Final <i>Frankenstein</i> Reading Comprehension and Essay Composition Exams ★	Lesson 48: Continuing the Final <i>Frankenstein</i> Reading Comprehension and Essay Composition Exams ★	Lesson 49: Finishing the Final <i>Frankenstein</i> Reading Comprehension and Essay Composition Exams ★	Lesson 50: Submitting Final Exams and Presenting Illustration Projects ★
	Extended Skills	Read rest of chapter as shared reading with oral focus questions ★	Open work session ★	Open work session ★	Open work session ★	Reading comprehension exam, SCRs 8–10, ECR 6, and illustration project due ★