

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	D-OTH-036V1-DYN	Grade Level	9-12
Course Name	Gothic Literature	# of Credits	0.5
SCED Code	01062G0.5011	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Since the eighteenth century, Gothic tales have influenced fiction writers and fascinated readers. This course focuses on the major themes found in Gothic literature and demonstrates how the core writing drivers produce a suspenseful environment for readers. It presents some of the recurring themes and elements found in the genre. As they complete the course, students gain an understanding of and an appreciation for the complex nature of Gothic literature.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a	a. Observe hyphenation conventions.
L.11-12.2.b	b. Spell correctly
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.a	a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RI.11-12.1	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.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RL.11-12.1	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.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1.b	b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1.c	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1.d	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1.a	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1.b	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
W.11-12.1.c	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.a	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2.b	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2.c	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.d	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9.a	a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American

	literature, including how two or more texts from the same period treat similar themes or topics”).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit One: Gothica: When Gruesome is Delicious Lessons 1-6	L.11-12.3 L.11-12.4, a-d L.11-12.6 RI.11-12.1 RI.11-12.4 RL.11-12.4 RL.11-12.2 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.6 W.11-12.4 W.11-12.9 W.11-12.10	Discuss the definition and specific traits of Gothic literature. Discuss the social and historical factors that influenced the birth of this genre. Examine specific themes typically found in Gothic works. Identify key vocabulary terms related to Gothic literature. Discuss important works from this genre, which exemplify its themes and other traits. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking. Use academic and domain-specific words when reading, writing, and speaking. Determine the meaning of academic and domain-specific words.
Unit One: Gothica: When Gruesome is Delicious Lesson Review Questions	L.11-12.1, a-b L.11-12.2, a-b RI.11-12.10 RL.11-12.10 W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10	Answer the following short answer questions based on the reading: <ul style="list-style-type: none"> • What period in history is referred to when something is labeled as “Gothic”? • Why was the term “Gothic” once considered to be an insult? (Hint—the answer has something to do with the people the word was named after and how they had behaved.) • What is Gothic literature designed to do?

- What are at least two common mental disorders one might find in Gothic stories?
- How are terror and horror different from one another, and how are they related to one another in Gothic literature?

Answer the following critical thinking questions:

- Do you think that the so-called “Goths” in today’s twenty-first century youth culture embody any of the traits and beliefs that define Gothic literature/architecture or the beliefs of the Romanticists? If so, which ones, and why? If not, why not?
- Give an example of a film, television show, or play you have watched that seems to fit the Gothic genre. Describe at least its setting, characters, and mood, and also any other details that make you believe it fits the genre.
- Characters in Gothic literature present their tales to us as “case studies,” in which they describe all the internal and external forces that have caused their situation to exist. Choose which of the following “forces” you think is MOST responsible for controlling the events in our lives, and explain why you think that one compared to all the others is the strongest factor. Choose from heredity, fate/destiny, the will of supernatural beings, society/peers, personal choice, fear, authority figures, past or present traumas, mental health issues, or love.
- Imagine someone wanted to terrify you. What types of things or situations would cause you that kind of anxiety and dread just to think about the possibility of them coming true? If someone wanted to horrify you, what would have to happen to accomplish that? Can you

		<p>think of something that would give you the sort of “fun terror” that good Gothic literature is supposed to create in a person? If so, what is it?</p> <ul style="list-style-type: none"> • What purpose(s) do you think Gothic literature served for its authors during the Romantic period? We already know what purpose it is supposed to have for us as the audience (to terrify and horrify). But what personal, political, or social goals might an author try to satisfy in writing these stories of misfits, mysteries, monsters, melancholy, and the macabre? Discuss at least two such goals. <p>Post questions and answers on the unit 1 discussion board.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p>
<p>Unit One: Gothica: When Gruesome is Delicious Quiz</p>	<p>L.11-12.4, a-d RI.11-12.1 RI.11-12.4 W.11-12.9</p>	<p>Gothica: When Gruesome is Delicious Assessment measures knowledge of the following concepts in this module:</p> <ul style="list-style-type: none"> • Specific traits of Gothic literature • The social and historical factors that influenced the birth of this genre. • Specific themes typically found in Gothic works. • Key vocabulary terms related to Gothic literature. • Important works from this genre, which exemplify its themes and other traits.
<p>Unit One: Gothica: When Gruesome is Delicious Discussion Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 SL.11-12.5, a-b SL.11-12.6 RI.11-12.1 RI.11-12.4 W.11-12.2, a-f W.11-12.4</p>	<p>Discuss with fellow students the origin of the word “Gothic” and how/why did it come to be used for this style of literature.</p> <p>Discuss with fellow students the similarities and differences between the novelists Mary Shelley, Robert Louis Stevenson, and Bram Stoker.</p> <p>Post detailed answers to the discussion questions, using complete sentences, on the discussion boards.</p>

	<p>W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Two Frankenstein: A Monster is Born Lesson 1-6</p>	<p>L.11-12.4, a-d L.11-12.6 RI.11-12.1 RI.11-12.4 RL.11-12.4 RL.11-12.10 SL.11-12.1, a-d SL.11-12.6 W.11-12.4 W.11-12.9</p>	<p>Discuss Mary Shelley and the society in which she lived.</p> <p>Identify key vocabulary terms and characters from Frankenstein.</p> <p>Read and understand the Preface, letters, and chapters 1-12 of Frankenstein.</p> <p>Answer and reflect on the following questions:</p> <ul style="list-style-type: none"> • Who was Mary Shelley? • What was Mary Shelley’s position in society, and how did it both influence her and become influenced by her? • What do we know about Victor and his monster so far? • How is the issue of Victor being held responsible for his creation’s consequences similar to or different from other stories or real-life examples of scientists and technology you can think of? • Which features of this novel tell you that it belongs in the Gothic genre? Think in terms of the list of elements that defined Gothic literature in Unit 1.

		<p>Connect the novel with your own personal experiences and/or reactions to its themes.</p> <p>Determine which features of this novel make it fit the Gothic genre.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Two Frankenstein: A Monster is Born Lesson Review Questions and Study Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RI.11-12.3 RI.11.12.4 RI.11-12.10 RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.10 SL.11-12.1, a-d SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Answer the following short answer questions based on the reading.</p> <ul style="list-style-type: none"> • During which period in history did Mary Shelley write Frankenstein, and what were some of its social behavior codes that clashed with her personal life? • What circumstances in the summer of 1816 prompted Mary Shelley to write this novel? • Which three characters in this novel have already died? • How does the creature’s desire for help and acceptance remind you of anyone in your own life who has struggled to fit in or find help from others who do not understand that person? Do you believe the creature’s actions toward Victor and his loved ones are justified? You might not approve of the killings, but do they make sense, and should he be blamed for them? • Recalling the list of common traits of Gothic literature in Unit 1, what are at least five traits in Frankenstein that make it Gothic? You may look back at the list in Unit 1, Lesson 2 to refresh your memory.

		<p>Submit answers to the review questions online.</p> <p>Post questions and answers on the UNIT TWO discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Two Frankenstein: A Monster is Born Quiz</p>	<p>L.11-12.4, a-d RI.11-12.1 RI.11-12.4 RL.11-12.2 RL.11-12.3 RL.11-12.10 W.11-12.9</p>	<p>Frankenstein: A Monster is Born Assessment measures knowledge of the following concepts in this module:</p> <ul style="list-style-type: none"> • Mary Shelley and the society in which she lived. • Key vocabulary terms and characters from Frankenstein. • Comprehension of the Preface, letters, and chapters 1-12 of Frankenstein. • The features of this novel that make it fit the Gothic genre. <p>Connect the novel with your own personal experiences and/or reactions to its themes.</p>
<p>Unit Two Frankenstein: A Monster is Born Discussion Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RI.11-12.1 RI.11-12.4 RL.11-12.3 RL.11-12.5 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3</p>	<p>Discuss with fellow students Mary Shelley’s position in society, and how did it both influence her and become influenced by her.</p> <p>Discuss with fellow students the issue of Victor being held responsible for his creation’s consequences similar or different from any other stories or real-life examples of scientists and technology you can think of.</p>

	<p>SL.11-12.4 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Post detailed answers to the discussion questions, using complete sentences, on the discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Three Frankenstein: With Great Power Comes Lessons 1-6</p>	<p>L.11-12.4, a-d L.11-12.6 RI.11-12.1 RI.11-12.4 RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.10 SL.11-12.1, a-d W.11-12.2, a-f W.11-12.4 W.11-12.9 W.11-12.10</p>	<p>Discuss scientific and medical issues related to the theme of “playing god.”</p> <p>Compare the poem “Prometheus” by Johann Wolfgang von Goethe to Frankenstein. Consider the following in your comparison:</p> <ul style="list-style-type: none"> • What seems to be Prometheus’ attitude toward Zeus and the other gods? Look carefully at verses 3, 4, and 5 for evidence of why Prometheus does not currently have respect for them. There is a similarity in his feelings and in the way the creature in Frankenstein perceives the responsibilities of a creator, and also in their reactions when they believe those responsibilities have not been fulfilled. In verse 6, however, Prometheus says something that is not similar to the creature’s way of thinking. In verse 7, look for a similarity not only between Prometheus and the creature, but also between Prometheus and Victor Frankenstein.

		<p>Identify key vocabulary terms from Frankenstein and the related readings.</p> <p>Read and understand chapters 13-25 of Frankenstein.</p> <p>Answer and reflect on the following questions:</p> <ul style="list-style-type: none">• What are some reasons both for and against using science to take control of natural processes, such as you have seen in the lesson about cloning as well as the novel, <i>Frankenstein</i>?• What similarities are there between the Greek figure Prometheus and either Victor Frankenstein or his creature?• What does it mean to be exiled? What effect does this have on a person emotionally, financially, and socially?• What happens to Victor at the end of the story that Robert Walton has written down in his letters? What happens to the creature after that?• What are some of your thoughts about the life of Mary Shelley, the events that happened in her novel, and its themes such as parental (or creator to creature) responsibilities and mankind using science to manipulate nature? <p>Connect the novel with our own personal experiences and/or reactions to its themes.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p>
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		<p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Three Frankenstein: With Great Power Comes Lesson Review Questions and Study Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RI.11-12.3 RI.11.12.4 RI.11-12.10 RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.10 SL.11-12.1, a-d SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Answer the following short answer questions based on the reading.</p> <ul style="list-style-type: none"> • Why do you think that no governments so far have approved the cloning of human beings? • How does the poem “Prometheus” represent the anti-establishment and pro-humanity views of the Sturm und Drang movement and/or the themes that defined the Romanticism genre? • Name at least three characters in Frankenstein who exhibit despondency, and give a specific example of a scene or event in the story where you see this happen. • What lesson(s) do you think Robert Walton has learned from listening to Victor’s story and watching him die? (What did Victor tell him to learn from it?) • What message do you think Mary Shelley might have been trying to tell us about the responsibility of the powerful to those with less power (parents to children, governments to those they rule, wealthy aristocrats to the lower classes, etc.)? <p>Submit answers to the review questions online.</p> <p>Post questions and answers on the UNIT THREE discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p>

		<p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Three Frankenstein: With Great Power Comes Writing Assignment</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RI.11-12.1 RI.11-12.4 RL.11-12.1 RL.11-12.2 RL11-12.4 RL.11-12.6 RL.11-12.10 W.11-12.1, a-e W.11-12.2, a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10</p>	<p>Students will express their understanding of and connection to this novel’s themes or history in a written form.</p> <p>Students will do one of the following:</p> <ul style="list-style-type: none"> • Write a persuasive essay arguing either for or against the guilt/innocence of either Victor or his creature. • Write a persuasive essay about a controversial scientific or medical procedure from the modern past couple of decades and argue for or against this technology. • Write an evaluative essay describing the early childhood, youth, and young womanhood of Mary Shelley, and how some of the more traumatic events of her life show up in one way or another in her novel. • Write a compare and contrast essay on Frankenstein and another book you are familiar with on a given list. <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Three Frankenstein: With Great Power Comes Quiz</p>	<p>L.11-12.4, a-d RI.11-12.4 RL.11-12.2</p>	<p>Frankenstein: With Great Power Comes Assessment measures knowledge of the following concepts in this module:</p>

	<p>RL.11-12.3 RL.11-12.4 RL.11-12.10 W.11-12.9</p>	<ul style="list-style-type: none"> • Key vocabulary terms from <i>Frankenstein</i> and the related readings. • Comprehension of chapters 13-25 of <i>Frankenstein</i>. • Scientific and medical issues related to the theme of “playing god.” • How the poem “Prometheus” by Johann Wolfgang von Goethe compares to the novel <i>Frankenstein</i>. <p>Connect the novel with our own personal experiences and/or reactions to its themes.</p>
<p>Unit Three Frankenstein: With Great Power Comes Discussion Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RI.11-12.1 RI.11-12.4 RL.11-12.1 RL.11-12.2 RL.11-12.5 RL.11-12.4 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Discuss with fellow students what it means to be exiled and the effect it has on a person emotionally, financially, and socially.</p> <p>Discuss with fellow students some of your thoughts about the life of Mary Shelley, the events that happened in her novel, and its themes such as parental responsibilities (or creator to creature) and mankind using science to manipulate nature.</p> <p>Post detailed answers to the discussion questions, using complete sentences, on the discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Four Jekyll & Hyde: To Thine Ownself Be True Lessons 1-6</p>	<p>L.11-12.4, a-d L.11-12.6 RI.11-12.1</p>	<p>Discuss Robert Louis Stevenson and his career as an author.</p>

	<p>RI.11-12.4 RL.11-12.2 RL.11-12.4 RL.11-12.10 SL.11-12.1, a-d W.11-12.4 W.11-12.9</p>	<p>Identify key vocabulary terms and characters from <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>.</p> <p>Read and understand the ten chapters of the novel.</p> <p>List and describe the Gothic traits learned in Unit 1 that are found in this novel.</p> <p>Apply themes from <i>Dr. Jekyll and Mr. Hyde</i> to modern society or current events.</p> <p>Answer and reflect on the following questions:</p> <ul style="list-style-type: none"> • What are some of Robert Louis Stevenson’s best-known works? What other contributions did he attempt to make to society? • What is the meaning of heresy, and how do both Henry Jekyll and Robert Louis Stevenson exhibit it? • How is the character Jekyll like or unlike Victor Frankenstein? • How do the setting and plot of this story fit the Gothic genre? • What are some modern social, scientific, ethical, or personal issues that we can relate to any of the themes in this novel? <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Four Jekyll & Hyde: To Thine Ownself Be True Lesson Review Questions and Study Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RL.11-12.1 RL.11-12.3</p>	<p>Answer the following short answer questions based on the reading:</p> <ul style="list-style-type: none"> • Name at least one fiction title by Robert Louis Stevenson, one poetry title, and one other way he used his writing skills.

	<p>RL.11-12.4 RL.11-12.5 RL.11-12.10 SL.11-12.1, a-d SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<ul style="list-style-type: none"> • Describe one other person who has been called a heretic (either from fiction, true history, or modern society), and explain how this person's beliefs clashed with his or her society. • Name at least one fiction title by Robert Louis Stevenson, one poetry title, and one other way he used his writing skills. • Explain how Henry Jekyll at first behaved as a father might when making arrangements for Hyde. • How might we say that Jekyll's laboratory is a safe haven? How is it also chamber of horrors? • How does Jekyll exhibit the classic signs of addiction (physical and emotional dependency on a substance)? How do you think people in your town would treat Jekyll if he was their neighbor and they knew about his addiction? <p>Submit answers to the review questions online.</p> <p>Post questions and answers on the UNIT FOUR discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
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<p>Unit Four Jekyll & Hyde: To Thine Ownself Be True Quiz</p>	<p>L.11-12.4, a-d RI.11-12.4 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.10 W.11-12.9</p>	<p>Unit Four Jekyll & Hyde: To Thine Ownself Be True Assessment measures knowledge of the following concepts in this module:</p> <ul style="list-style-type: none"> • Robert Louis Stevenson’s career as an author. • Key vocabulary terms and characters from <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>. • Comprehension of the ten chapters of the novel. • List and describe the Gothic traits learned in Unit 1 that are found in this novel. • Application of themes from <i>Dr. Jekyll and Mr. Hyde</i> to modern society or current events.
<p>Unit Four Jekyll & Hyde: To Thine Ownself Be True Discussion Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RI.11-12.1 RI.11-12.4 RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Discuss with fellow students the meaning of heresy, and how do both Henry Jekyll and Robert Louis Stevenson exhibit it.</p> <p>Discuss with fellow students at least two modern social, scientific, ethical, or personal issues that relate to any of the themes in <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>. Be sure to give examples of the specific scenes or themes of the novel to which the modern issues relate.</p> <p>Post detailed answers to the discussion questions, using complete sentences, on the discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>

<p style="text-align: center;">Unit Five Gothic Poetry: Love From Beyond the Grave Lessons 1-6</p>	<p style="text-align: center;">L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RL.11-12.4 RL.11-12.7 RL.11-12.10 W.11-12.4 W.11-12.9</p>	<p>Identify key poetry vocabulary terms and locate examples of them in these poems.</p> <p>Read and analyze the 1773 ballad “Lenore” by German poet Gottfried August Bürger.</p> <p>Read and analyze the 1836 poem “Porphyria’s Lover” by Robert Browning.</p> <p>Read and analyze the 1906 poem “The Highwayman” by Alfred Noyes.</p> <p>Look for modern examples of other literary works such as songs, poems, stories, or films that are related to the poems in this unit.</p> <p>Answer and reflect on the following questions:</p> <ul style="list-style-type: none"> • Why do you think poets use figurative language techniques such as metaphors, similes, and onomatopoeia in their writing? • What reason might Lenore’s mother have had for suggesting to Lenore that William may have found another bride, and begging Lenore to stop doubting God’s will? • What do you think of the mental state of the narrator in “Porphyria’s Lover”? Recall from unit 1 that Gothic protagonists tend to present their stories as “case studies.” • Do you agree with the statement by some people that death is the ultimate sacrifice? What are some examples of people who have purposely died to save others? Why do you think they chose to do this? • In your opinion, what are the pros and cons of modern authors, songwriters, and poets borrowing older works to create modern versions of them? <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference</p>
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		<p>materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Five Gothic Poetry: Love From Beyond the Grave Lesson Review Questions and Study Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 RL.11-12.1 RL.11-12.7 RL.11-12.10 SL.11-12.1, a-d SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Answer the following short answer questions based on the reading.</p> <ul style="list-style-type: none"> • Locate and list at least two metaphors, two similes, and two examples of onomatopoeia in the poems in this unit. Be sure to label each of these six items with the title of the poem in which you found it. Example: “Hark to the winds, how they whistle and rush” is ONOMATOPOEIA. (“Lenore”) • How do Lenore’s frantic statements that “death is the goal of her weary soul” and that her life without William is “nothing worth” foreshadow the end of the ballad? • Do you agree with J.T. Best’s analysis of “Porphyria’s Lover” or do you believe that the narrator is a madman? • Which characters in “The Highwayman” made any kind of sacrifice? Be sure to consider even the minor characters such as Tim the ostler and the British soldiers. • Name two folk song balladeers from two different decades who have sung versions of “The Highwayman.” Both can be heard by searching Internet sites such as YouTube. • Choose a passage of at least two verses from either “Lenore,” “Porphyria’s Lover,” or “The Highwayman” and replace all of the figurative language in it (metaphors, similes, onomatopoeia) with words of your own. Paste the original version into your answer, and then put your own new version below it in a different font color so that they can easily be compared. Did your

		<p>changes have any effect on the mood of the verses you chose?</p> <ul style="list-style-type: none">• How would you feel if your loved one asked you to run away with him/her after such a long absence as William had in “Lenore”? Would you drop everything and go, as Lenore did, or would you refuse? What considerations might make this decision either easy or difficult for you? Would more caution have been able to save Lenore from her fate?• In what way does the narrator of “Porphyria’s Lover” believe he is actually benefiting her by killing her at that moment? Do you believe that his deed was selfless, selfish, or both? Explain why you think so, using at least TWO examples (two examples of why you agree with Dick Sullivan, or two examples of why you agree instead with J.T. Best’s analysis).• Do you think Bess made a wise choice in sacrificing herself for her love? Why or why not? What would you have done if you were in her captive situation that night? What would you have done if you had been in her lover the Highwayman’s position the next morning when he learned what she had done?• Listen online to Loreena McKennitt’s performance of “The Highwayman” as well as the one by Phil Ochs. Which song version of “The Highwayman” do you think has more merit? It is okay if you are not particularly fond of this style of music, or do like both of them, or instead have one definite favorite. In any case, you must explain the strengths and/or weaknesses of each version. Feel free to include any thoughts you may have about Fleetwood Mac’s choice to use this poem’s imagery as a backdrop for their music video for “Everywhere.”
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		<p>Submit answers to the review questions online.</p> <p>Post questions and answers on the UNIT FIVE discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Five Gothic Poetry: Love From Beyond the Grave Quiz</p>	<p>L.11-12.4, a-d L.11-12.5, a-b RL.11-12.4 RL.11-12.7 RL.11-12.10 W.11-12.9</p>	<p>Unit Five Gothic Poetry: Love From Beyond the Grave Assessment measures knowledge of the following concepts in this module:</p> <ul style="list-style-type: none"> • Understand key poetry vocabulary terms and locate examples of them in these poems. • Read and Analyze poems from the unit. • Look for modern examples of other literary works such as songs, poems, stories, or films that are related to the poems in this unit.
<p>Unit Five Gothic Poetry: Love From Beyond the Grave Discussion Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RL.11-12.1 RL.11-12.4 RL.11-12.10 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.6</p>	<p>Discuss with students the statement by some people that death is the ultimate sacrifice.</p> <p>Give some examples of people who have purposely died to save others. State why do you think they chose to do this.</p> <p>Discuss with students the pros and cons of modern authors, songwriters, and poets borrowing older works to create modern versions of them.</p>

	<p>W.11-12.9 W.11-12.10</p>	<p>Post detailed answers to the discussion questions, using complete sentences, on the discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Six Dracula: The Blood is the Life Lessons 1-7</p>	<p>L.11-12.4, a-d L.11-12.6 RI.11-12.3 RI.11-12.4 RL.11-12.4 RL.11-12.10 SL.11-12.1, a-d W.11-12.9</p>	<p>Discuss Bram Stoker.</p> <p>Identify key vocabulary terms and characters from Dracula.</p> <p>Discuss scientific and social issues of Victorian times that are present in this novel.</p> <p>Discover the geographical differences between nineteenth century Europe and modern Europe.</p> <p>Read and understand chapters 1-13 of Dracula.</p> <p>Answer and reflect on the following questions:</p> <ul style="list-style-type: none"> • Who was Bram Stoker? • What do we know so far about the Count, Jonathan, Van Helsing, Lucy, Mina, and the other characters? • How did Victorians believe that diseases were spread? • How is the “eastern” culture of Carpathian region different from the “western” culture of London? • By the end of chapter 13, what has become of Lucy Westenra?

<p>Unit Six Dracula: The Blood is the Life Lesson Review Questions and Study Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RL.11-12.1 RL.11-12.10 SL.11-12.1, a-d SL.11-12.4 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Answer the following short answer questions based on the reading.</p> <ul style="list-style-type: none"> • What other types of writing did Bram Stoker do before later becoming a novelist? • What powers does Count Dracula seem to have? What does he look like? • What modern theory replaced both the contagionism and miasmatic theories of how diseases are spread? • Describe Transylvania in your own words based on what you have read about it. • Who or what is the Bloofer Lady that the newspaper refers to? <p>Submit answers to the review questions online.</p> <p>Post questions and answers on the UNIT SIX discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Six Dracula: The Blood is the Life Quiz</p>	<p>L.11-12.4, a-d RI.11-12.1 RI.11-12.2 RI.11-12.4 RL.11-12.1 RL.11-12.4 RL.11-12.10 SL.11-12.1, a-d W.11-12.9</p>	<p>Unit Six Dracula: The Blood is the Life Assessment measures knowledge of the following concepts in this module:</p> <ul style="list-style-type: none"> • Key vocabulary terms and characters from Dracula. • Understand and identify the scientific and social issues of

		<p>Victorian times that are present in this novel.</p> <ul style="list-style-type: none"> • The geographical differences between nineteenth century Europe and modern Europe. <p>Discuss Bram Stoker.</p> <p>Read and understand chapters 1-13 of Dracula.</p>
<p>Unit Six Dracula: The Blood is the Life Discussion Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RI.11-12.1 RI.11-12.3 RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Discuss with students the two main Victorian theories of how diseases were spread, and explain how these are different from modern germ theory.</p> <p>Discuss with students the similarities and differences between Lucy and Mina. Be sure to include their personalities, interests, and interactions with other characters, and any other details you can think of.</p> <p>Discuss with students your opinion of the role Victorian women played in society as shown by these two ladies. Explain why you feel this way.</p> <p>Post detailed answers to the discussion questions, using complete sentences, on the discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Seven Dracula: The Blood is the Life Lessons 1-7</p>	<p>L.11-12.4, a-d RI.11-12.1 RI.11-12.4</p>	<p>Identify key vocabulary terms from Dracula and the related readings.</p>

	<p>RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.6 W.11-12.9</p>	<p>Discuss physiognomy and phrenology and their influence in Bram Stoker’s writing.</p> <p>Read the poem “Totentanz” by Johann Wolfgang von Goethe and consider its use of vampiric themes.</p> <p>Read and understand chapters 14-27 of Dracula.</p> <p>Answer and reflect on the following questions:</p> <ul style="list-style-type: none"> • How were practices such as euthanasia physiognomy viewed by Victorian people? • How does Bram Stoker use science to make his novel seem contemporary and realistic? • Why could “Totentanz” be considered vampire literature even though it contains no blood-sucking? • What is the outcome of the novel for each of its important characters? • What physical features do we expect to see in vampires (other than the obvious set of fangs!)? <p>Connect knowledge of Victorian sciences with knowledge of Dracula in a modern day practical situation.</p>
<p>Unit Seven Dracula: The Blood is the Life Lesson Review Questions and Study Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.10 W.11-12.1, a-e W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.7 W.11-12.9 W.11-12.10</p>	<p>Answer the following short answer questions based on the reading.</p> <ul style="list-style-type: none"> • Why would killing Lucy, Mina, or any other vampire have been considered a merciful act of euthanasia? • Explain the difference between physiognomy and phrenology. • How does the poem “Totentanz” represent the recurring theme in Goethe’s works, that mankind should not meddle with the activities of the supernatural? (What happens to the man in the poem?) • Which vampire hunter has died during the mission to kill the Count? How do Jonathan and Mina honor this deceased character?

		<ul style="list-style-type: none"> • What do you think a man should look like, sound like, and behave like if he is going to play the role of Count Dracula in a film or a play? <p>Submit answers to the review questions online.</p> <p>Post questions and answers on the UNIT SEVEN discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit Seven Dracula: The Blood is the Life Quiz</p>	<p>L.11-12.4, a-d L.11-12.5, a-b RI.11-12.1 RL.11-12.1 RL.11-12.4 RL.11-12.10 W.11-12.9</p>	<p>Unit Seven Dracula: The Blood is the Life Assessment measures knowledge of the following concepts in this module:</p> <ul style="list-style-type: none"> • Key vocabulary terms from Dracula and the related readings. • Physiognomy and phrenology and their influence in Bram Stoker’s writing. <p>Read the poem “Totentanz” by Johann Wolfgang von Goethe and consider its use of vampiric themes.</p> <p>Read and understand chapters 14-27 of Dracula.</p> <p>Connect knowledge of Victorian sciences with knowledge of Dracula in a modern day practical situation.</p>
<p>Unit Seven Dracula: The Blood is the Life Discussion Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d</p>	<p>Discuss with fellow students the terms euthanasia and physiognomy, and explain</p>

	<p>L.11-12.5, a-b L.11-12.6 RI.11-12.1 RI.11-12.4 RL.11-12.1 RL.11-12.4 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>how Victorian people likely felt about these practices.</p> <p>Discuss with fellow students how Bram Stoker use science to make his novel seem contemporary and realistic.</p> <p>Give at least three examples of specific scientific elements, medical beliefs and procedures, or pieces of technology, and explain why their inclusion would have made the story seem more realistic to Victorian readers.</p> <p>Post detailed answers to the discussion questions, using complete sentences, on the discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit 8 Edgar Allen Poe: The Monsters in Us Lessons 1-5</p>	<p>L.11-12.4, a-d RI.11-12.1 RI.11-12.4 RL.11-12.1 RL.11-12.4 RL.11-12.9 RL.11-12.10 SL.11-12.1, a-d W.11-12.9 W.11-12.10</p>	<p>Discuss the life of Edgar Allan Poe.</p> <p>Identify key vocabulary terms from the stories studied in this unit.</p> <p>Read and understand the short story “The Black Cat.”</p> <p>Read and understand the short story “Berenice.”</p> <p>Answer and reflect on the following questions:</p> <ul style="list-style-type: none"> • Who was Edgar Allan Poe?

		<ul style="list-style-type: none"> • What types of words does Poe use in his stories to describe the appearance, behavior, and mental processes of his characters? • What Gothic elements can be found in the story, “The Black Cat”? • What Gothic elements can be found in the story “Berenice”? How is this story similar to “The Black Cat”? • What kind of personal connections can you make to the language, the time period, or the tasteless tastelessness of Poe’s works? (Okay, they are tasty to us, but in bad taste to genteel nineteenth-century society.) <p>Connect your knowledge of unit vocabulary creatively with Poe’s life and works.</p>
<p>Unit 8 Edgar Allen Poe: The Monsters in Us Lesson Review Questions and Study Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RI.11-12.1 RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.9 RL.11-12.10 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9 W.11-12.10</p>	<p>Answer the following short answer questions based on the reading.</p> <ul style="list-style-type: none"> • Why are some of the stressful things in Poe’s life that probably made him so melancholy? • Which characters in these two stories show signs of monomania? How does it affect the actions they take? • What evidence do you see that supernatural forces might be at work in “The Black Cat”? List at least two specific examples. Also explain whether you think the fate of its narrator had more to do with supernatural forces or with his own behavioral and mental state? In your opinion what could he have done to avoid all the horror and pain that he suffered and caused others to suffer? • Explain at least three reasons you think the story “Berenice” either does or does not fit the Gothic genre. • If you were one of Poe’s trusted friends, what feedback would you give him about the two stories you just read? Is there anything you would change about his vocabulary, the graphic language he used in his

		<p>horrific descriptions, or his choice of topics? Please explain what you would have him change and why. It is fine if you decide he should NOT change anything, but you still need to give specific comments of praise to the elements you most enjoyed and explain why.</p> <p>Submit answers to the review questions online.</p> <p>Post questions and answers on the UNIT EIGHT discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit 8 Edgar Allen Poe: The Monsters in Us Writing Assignment</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.6 RL.11-12.1 RL.11-12.2 RL.11-12.6 RL.11-12.9 RL.11-12.10 SL.11-12.2 SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.3, a-e W.11-12.4 W.11-12.5</p>	<p>Students will express their understanding of and connection to this novel’s themes or history in a written form.</p> <p>Students will do one of the following:</p> <ul style="list-style-type: none"> • Create a comic strip that represents something you have learned during the Edgar Allan Poe unit. Include vocabulary words from the unit in the dialogue of the comic’s characters. • Create a poster of a restaurant menu for Edgar Allen Poe. Include vocabulary words from this unit somewhere in your item names, meal descriptions, or in an advertising slogan.

	<p>W.11-12.6 W.11-12.8 W.11-12.9 W.11-12.10</p>	<ul style="list-style-type: none"> Write a letter or a diary entry as though you were either Berenice, or the unnamed wife of the man who kills Pluto the cat, or one of the real-life women from Poe’s personal life. Incorporate vocabulary words from the unit into your letter/entry. <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
<p>Unit 8 Edgar Allen Poe: The Monsters in Us Quiz</p>	<p>L.11-12.4, a-d RI.11.12.1 RI.11.12.4 RL.11-12.1 RL.11-12.4 RL.11-12.9 RL.11-12.10 SL.11-12.1, a-d W.11-12.9</p>	<p>Unit 8 Edgar Allen Poe: The Monsters in Us Assessment measures knowledge of the following concepts in this module:</p> <ul style="list-style-type: none"> Key vocabulary terms from the stories studied in this unit. Comprehension of this unit’s stories. <p>Discuss the life of Edgar Allan Poe.</p> <p>Connect your knowledge of unit vocabulary creatively with Poe’s life and works.</p>
<p>Unit 8 Edgar Allen Poe: The Monsters in Us Discussion Questions</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.4, a-d L.11-12.6 RL.11-12.1 RL.11-12.9 SL.11-12.1, a-d SL.11-12.4 SL.11-12.6 W.11-12.2, a-f W.11-12.4 W.11-12.6 W.11-12.9</p>	<p>Discuss with fellow students the Gothic elements can be found in the story “The Black Cat” and “Berenice”. Describe how the two stories similar and how are they different from one another.</p> <p>Discuss with fellow students the kind of personal connections you can make to the language, the time period, or the tasty tastelessness of Poe’s works. Please give at least two examples from the lessons in this course, and explain why those are</p>

	W.11-12.10	<p>entertaining, disturbing, or meaningful to you.</p> <p>Post detailed answers to the discussion questions, using complete sentences, on the discussion boards.</p> <p>Use standard English conventions including grammar, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, such as context clues, word patterns, inference, and use of reference materials when reading, writing, or speaking.</p> <p>Use academic and domain-specific words when reading, writing, and speaking.</p> <p>Determine the meaning of academic and domain-specific words.</p>
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