

Assignment #4
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Education 4262
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This Dark Identity

Grade 10 Novel Study - This Dark Endeavour by Kenneth Oppel

OVERVIEW

This novel study unit provides opportunities for Grade 10 students to explore and discuss identity, both individual and group, in relation to the text and to their own lives. The students will also study and discuss the influence that the supernatural has on people and their lives. Finally, the text is an opportunity to introduce students to a more traditional text in literature, *Frankenstein*, by Mary Shelley, and we will discuss the above concepts in relation to *Frankenstein* as well.

TIMELINE

Approximately 3 weeks (15 60-minute classes)

RATIONALE

This unit deals with identity, which is a theme that students can relate to. The characters in the novel are young adults, and they are questioning their identities as individuals, and their identities within society. Grade 10 students are also coming to a crossroads where they are questioning who they are as people and where they fit into society. This unit will be full of opportunities for students to discuss identity, relate to their peers, and relate to the novel as well. The supernatural has been very evident in popular culture (with movies such as Harry Potter and Twilight), so the supernatural in this unit, although not necessarily mainstream, should pique the interests of the students. The activities relate back to the central themes in the novel, and the variety of activities appeal to the many diverse interests and learning needs of the students in the classroom.

ESSENTIAL QUESTIONS/OBJECTIVES/GOALS

Major questions in this unit: What defines our identities? How do external factors, such as the supernatural, influence our identities? How do secrets forge our identities?

This unit, although it will have over tones in all five, will mainly address three General Learning Outcomes: (1) Explore thoughts, ideas, feelings, and experiences; (2) Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively; and (4) Create oral print, visual and multimedia texts, and enhance the clarity and artistry of communication.

Reading	Writing	Speaking	Listening	Viewing	Representing
<ul style="list-style-type: none"> • Novel • Excerpt from Mary Shelley's novel 	<ul style="list-style-type: none"> • Journal entries • Brochure • Short story 	<ul style="list-style-type: none"> • Whole class discussion • Small group discussion • Dramatic reading of the text 		<ul style="list-style-type: none"> • Film • Performance of student re-enactments 	<ul style="list-style-type: none"> • Dramatic reading of the text • Scene re-enactment

TEXTS AND MATERIALS

This Dark Endeavour (class set of novels)
Frankenstein (class set of photocopied excerpt)
Mary Shelley's Frankenstein (1994 film)
 Computer with DVD player and projector

HANDOUTS

- Unit outline, includes unit schedule
- Assignments
- Grading criteria for all assignments
- Excerpt of Mary Shelley's *Frankenstein*

REFLECTION

This unit has the potential to help students both learn about themselves and connect with their peers over the similar situations they are experiencing. For this to happen, it is vital that the students connect to the text. If the students do not connect to the text, they will not experience the full potential that this unit has to offer. Because discussions are such a large part of this unit, if the students are unwilling to provide their voices, the discussions can quickly flop. The purpose of the discussions are to supplement the students' readings and to give them a voice, but they need to feel safe in order to do so. A judgement-free classroom atmosphere needs to be implemented for this unit to be successful.

The activities chosen were designed to meet a variety of learning types, and students were given a choice wherever possible, which should help engage them. Because the unit has so many opportunities for the students to connect to the text, the content should also help motivate the students. If the students are engaged and motivated, they will transfer their motivation to the effort they put into their work.

The novel is interesting, and it offers the opportunity for students both to learn about the history of another time and experience the literature of another time. Many students have heard of *Frankenstein*, and some may have read it, but this novel is a great segway to expose the students to Mary Shelley's work, which has influenced many contemporary writers.

Although the history of the novel does not fit in the Grade 10 Social Studies curriculum, it could be used as supplementary material to expose the students to History. Some students might even discover an unknown passion for History.

Class Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Introductory Lesson</p> <p>Prompted Journal Writing (last 15 minutes)</p>	<p>Read Chapters 1 and 2</p> <p>Class discussion</p>	<p>Read Chapters 3 and 4</p> <p>Prompted Journal Writing (last 15 minutes)</p>	<p>Read Chapters 5 and 6</p> <p>Small group discussion</p>	<p>Create brochures</p> <p>Journals due for the week</p>
<p>Read Chapters 7 and 8</p> <p>Prompted Journal Writing (last 15 minutes)</p>	<p>Read Chapters 9 and 10</p> <p>Practice scene re-enactments, work on character comparisons</p> <p>Brochures due</p>	<p>Read Chapters 11 and 12</p> <p>Prompted Journal Writing (last 15 minutes)</p>	<p>Read Chapters 13 and 14</p> <p>Practice scene re-enactments, work on character comparisons</p>	<p>Present scene re-enactments</p> <p>Journals due for the week</p>
<p>Read Chapters 15, 16, and 17</p> <p>Prompted Journal Writing (last 15 minutes)</p> <p>Character comparisons due</p>	<p>Short story planning. Write short story</p>	<p>Continue short story writing</p>	<p>Read excerpt of Mary Shelley's <i>Frankenstein</i></p> <p>Watch <i>Mary Shelley's Frankenstein</i> (1994)</p>	<p>Finish watching <i>Mary Shelley's Frankenstein</i> (1994)</p> <p>Short stories due</p> <p>Journals due for the week</p>

Lesson Plan

Name: Chelsea Nielsen **Grade/Subject:** Grade 10-1 ELA **Unit:** This Dark Identity

Topic: Introductory Lesson **Date:** - **Class Length:** 60 min

Purpose from Program of Studies:

Students will listen, speak, read, write, view and represent to...

1. Explore though, ideas, feelings, and experiences
4. Create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication
5. Respect, support and collaborate with others

Concepts from Program of Studies:

Students will...

- 1.1 Discover possibilities
- 1.2 Extend awareness
- 4.1 Develop and present a variety of print and nonprint texts
- 4.2 Improve thoughtfulness, effectiveness and correctness of communication
- 5.1 Respect others and strengthen community
- 5.2 Work within a group

Learning Objectives:

1. Students will evaluate their identity and how they identify themselves
2. Students will create a piece of writing on their own identities
3. Students will define alchemy

Materials:

- Computer
- Projector
- *This Dark Endeavour* novels (enough for the whole class)
- Paper
- Pencils
- This Dark Endeavour Book Trailer <<http://www.youtube.com/watch?v=a5n6SZ1MMj8>>

Procedure:

Introduction: 5 min

- Explain to the students that we will be starting a new unit today; give the title of the unit, but don't explain what the unit is on yet
- Ask the students their thoughts on what the unit might be about, based from the title
- List the main themes of the unit: Identity, the supernatural, and secrets

Body: 40 min

Activity #1 Identity Writing (15 min)

- Discuss, with students, how they explain their identity
- Explain to students that they are to describe themselves in terms of emotions, as opposed to cliché adjectives (for example, "I am passionate" instead of "I am funny"; "I am raw power" instead of "I am tough"); encourage them to use meaningful description
- Students will then take out a piece of paper and begin writing

Activity #2 Sharing Identity Writing (10 min)

- Students will now break into small groups (3-4) and share their pieces with their group
- Once they have all shared their pieces, have them discuss how this activity made themselves feel (ideally, unique)

Activity #3 Supernatural Abilities (15 min)

- As a class, **ASK** the students: “What if you had a twin? Would it be more difficult, or easier, to feel unique? Why?”
- Ask the students if they know what alchemy is, if they do, ask them to explain. If not, ask them to look it up for next class

Closure: 15 min

- Explain that the unit will be a novel study, and that alchemy is central to the novel’s plot
- Show the students the book trailer for the novel
- Hand out novels; as you are handing them out, ask the students what they think the novel will be about. Alternatively, students can take a look at the novel, and flip through the pages, until class is over

Assessment Methods:

- Small Group Discussion: Circulate during the discussions; the discussion will indicate the thought the students put into their pieces and how they identify themselves
- Whole Class Discussion: The discussion will further evaluate the students’ thoughts on identity and how they define their own identities; the discussion will also indicate the students’ knowledge of alchemy.

Assignments

Student Read-Alouds

Students will present a dramatic reading, in groups of 2 or three, of one chapter of the novel, during the scheduled reading of that chapter. The students will all sign up for their chapters at the beginning of the unit so groups have time to rehearse their lines.

This assignment

Upon completion, students will complete a self-assessment, where they will assess themselves, individually and their group as a whole, in terms of presentation and knowledge of the chapter. The teacher will also assess the students, and the two assessments will be combined to create the students' grades.

SLOs: 1.1.2, 2.1.1, 2.1.2, 2.2.1, 2.2.2, 3.1.1, 4.1.2, 5.1.1, 5.1.3, 5.2.1, 5.2.2.

Character Comparisons

Students are be required to submit a 2 page comparison of the characters of Victor and Konrad based upon the chapter they read aloud. The comparison must highlight both the similarities and the differences between the characters. The students will be required to justify their comparisons by citing evidence found in the text. Alternatively, students can also choose to do the comparison visually. They may choose to draw the characters (stick people, magazine clippings, etc), and they will dress the characters and describe them using one-word descriptions (relates back to the introductory activity). Students will still have to cite evidence from the text to justify their character comparisons.

This assignment will encourage students to evaluate the characteristics that compose the identities of these two characters, and will consider how they influence each other. The assignment will also deepen students' reading comprehension, because it will review their knowledge of these characters and will require them to form an opinion and assess these characters. The students will also have to justify their opinions with evidence, which will strengthen their argument.

This assessment will be graded with a rubric, which will grade students on: Comparing similarities and differences (the students provided insight and thought when comparing the two characters; most heavily weighted), organization (the comparison follows in a logical order), citations (the students provided evidence to support their comparison), and conventions (or appearance, for the visual presentation).

SLOs: 1.1.1, 1.2.2, 2.1.1, 2.1.2, 2.1.4, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.4.

ICT: F2, F5, P1.

Class Discussion for Chapters 1 and 2

Approximately 20-25 minutes

After reading chapters 1 and 2 of the novel, discuss with the students their opinions of the identities (thus far) of the main characters in the novel. Ask questions such as:

- How are Victor and Konrad similar? How are they different? Is their relationship as siblings realistic?
- Does Elizabeth influence the rivalry between the two boys? Why or why not?
- What is the mood when the three go into the Dark Library?
- What are the supernatural elements in the novel thus far?

These questions will encourage students to think about identity and supernatural in the novel, which are two major themes. It will also allow students to think about themselves and their own siblings, as well as how the supernatural (such as superstition) may influence their own lives.

Discussion will not be graded, but is a formative assessment to see how students are comprehending the novel thus far.

SLOs: 1.1, 1.2.1, 2.1.2, 2.1.3, 2.2.2, 2.3.1, 2.3.3, 5.1.2, 5.2.1.

Prompted Journal Writing for Chapters 3 and 4

Approximately 15 minutes

Students will write in their journals, answering the following question:

- If you were Victor, would you have gone into the Dark Library, against your father's wishes? Why or why not?
- Have you ever been in a situation similar to Victor's, where you were ill-advised to do something, but did it anyway because you thought it would help someone?

The journals will be handed in at the end of the week to be read by the teacher, and they will receive marks for participation. Alternatively, the journals can be given a grade, based upon a simple checklist (length and thought put into the entry). Another option is to grade the responses, and at the end of the unit, if the students did poorly on one of the assignments, they can use their journal mark, if it is higher, to replace the mark of the assignment they did poorly on. This will encourage students to give serious thought to their entries.

This activity gives students the opportunity to record their thoughts and opinions through the use of a safe medium. The questions encourage students to think about the major themes in the text, and how these themes can be seen in the selected readings. This activity also allows students to relate the readings to their own lives, and thus makes the text more relatable and engaging for the students.

This assignment can be used as a formative assessment, to see how the students are digesting the text, or it can be used summatively, as described above.

SLOs: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.1.3, 2.3.1, 2.3.3.

Small Group Discussion for Chapters 5 and 6

Approximately 20-25 minutes

After reading chapters 5 and 6 of the novel, divide students into groups and have them discuss the questions which are written on the board. During the discussion, the teacher will circulate and monitor the students' discussions, and be available to answer questions. Ask questions such as:

- Do you think Polidori is a trustworthy character? Why or why not?

- Elizabeth and Victor ventured into the woods, which was a dangerous and frightful situation for them both. Do you view their actions as brave or foolish? Justify your opinion.

These questions will encourage students to think critically about the identity of a supernatural character, and to question the supernatural in how it influences the actions of the characters.

Discussion will not be graded, but is a formative assessment to see how students are comprehending the novel thus far.

SLOs: 1.1, 1.2.1, 2.1.2, 2.1.3, 2.2.2, 2.3.1, 2.3.3, 5.1.2, 5.2.1.

Create Brochures

Here, the students will be required to create a brochure advertising a modern-day Elixir of Life. The students will have to include the following information on their brochures:

- The name of the product
- A picture of a product
- All “special” or “supernatural” ingredients that are in the product
- How the product positively affects consumers and their identities
- Any negative side effects the consumer may experience
- The target audience of the product

The purpose of this activity is to encourage students to think about how a supernatural product would influence people in contemporary times. Also, students will consider how such a product could influence the identity of an individual. These brochures, upon completion, will be graded (on the rubric), and the brochures will be displayed in the classroom.

This assignment will be assessed with a rubric, which will grade the students on the following criteria: information about the product (in terms of how much detail is provided; this will be weighted most heavily), spelling and conventions, and appearance of the brochure.

SLOs: 1.1.1, 1.2.2, 2.1.2, 2.1.4, 2.2.1, 2.2.2, 2.3.1, 3.1.1, 3.1.2, 3.2.1, 3.2.4, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.4.

ICT: C1, C7, F1, F2, F4, F5, P1, P3.

Prompted Journal Writing for Chapters 7 and 8

Approximately 15 minutes

Students will write in their journals, answering the following question:

- Here, we really see the rivalry between Konrad and Victor. Reassess your opinions on the identities of Konrad and Victor, and discuss how your opinions of the two boys have changed. Which twin do you identify more with, and why?
- How does Elizabeth affect the relationship between the two characters?

The journals will be handed in at the end of the week to be read by the teacher, and they will receive marks for participation. Alternatively, the journals can be given a grade, based upon a simple checklist (length and thought put into the entry). Another option is to grade the responses, and at the end of the unit, if the students did poorly on one of the assignments, they can use their journal mark, if it is higher, to replace

the mark of the assignment they did poorly on. This will encourage students to give serious thought to their entries.

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This assignment can be used as a formative assessment, to see how the students are digesting the text, or it can be used summatively, as described above.

SLOs: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.1.3, 2.3.1, 2.3.3.

Dramatic Scene Re-Enactments

Students will choose one scene (3-5 pages) from the text to dramatically re-enact in groups of 3; they will be given time in class to practice their re-enactments.

Upon completion of the dramatic re-enactment, students will complete a self-assessment, where they will assess themselves, individually and their group as a whole, in terms of presentation and knowledge of the scene. The teacher will also assess the students, and the two assessments will be combined to create the students' grades.

SLOs: 1.1.1, 1.1.2, 2.1.1, 2.1.2, 2.2.2, 2.3.3, 3.1.1, 3.2.1, 3.2.3, 4.1.2, 4.1.3, 5.1.1, 5.1.3, 5.2.1, 5.2.2.

Prompted Journal Writing for Chapters 15, 16, and 17

Approximately 15 minutes

Students will write in their journals, answering the following question:

- Think back to your group discussion regarding Polidori's character, and whether he was trustworthy or not. Was your initial opinion of him correct, as is revealed in Chapter 15? Explain.
- Why do you think the Elixir of Life failed to revive Konrad? How does this affect Victor?

The journals will be handed in at the end of the week to be read by the teacher, and they will receive marks for participation. Alternatively, the journals can be given a grade, based upon a simple checklist (length and thought put into the entry). Another option is to grade the responses, and at the end of the unit, if the students did poorly on one of the assignments, they can use their journal mark, if it is higher, to replace the mark of the assignment they did poorly on. This will encourage students to give serious thought to their entries.

This activity gives students the opportunity to record their thoughts and opinions through the use of a safe medium. The questions encourage students to think about the major themes in the text, and how these themes can be seen in the selected readings. This activity also allows students to relate the readings to their own lives, and thus makes the text more relatable and engaging for the students.

This assignment can be used as a formative assessment, to see how the students are digesting the text, or it can be used summatively, as described above.

SLOs: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.1.3, 2.3.1, 2.3.3.

Short Story

Students will create a short story (3-5 pages) explaining how Victor brings his brother, Konrad, back to life, whether it be in the near or distant future. They will have to include an element of the supernatural when Victor brings his brother back to life.

This assignment will improve the students' comprehension by asking them to predict what might happen in the future. It is also an opportunity for students to further develop Victor's character. The story must also contain an element of superstition, so the students will have an opportunity to explain how the supernatural affects both Victor and Konrad's characters. Before the students begin writing, they must submit a 1 page plan of their story, which will briefly list the main events of the story. This planning is to encourage students to organize their thoughts before they begin writing, as also serves as a tool that students can refer to when they feel 'stuck' in their writing. The story doesn't have to be exactly what is on the checklist, it is just a starting point for students' writing.

The planning will be assessed from a checklist, which indicates that the students listed the main characters and general plot of the story. The story will be graded using a rubric, which will assess the story's plot (follows in a logical order, is well developed), characters (characters are based upon those from the novel but are further developed), description (good use of description to keep the story interesting), and conventions.

SLOs: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 3.1.1, 3.1.2, 3.2.1, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.2, 4.2.3, 4.2.4.

ICT: F2, F5, P1.

Read Excerpt of Mary Shelley's *Frankenstein*

Copies of an excerpt (the scene when the monster arises) of Mary Shelley's *Frankenstein* will be handed out to the class, and the teacher will read aloud the excerpt while the students are following along.

This activity gives students the opportunity to see what the novel is based upon, and read what happens to the characters of Victor and Konrad in origin. The students will be exposed to more traditional literature, and this opens them to a new genre and literary time frame, which may pique their interests. This exposure to a classic literary piece also cultures the students' literary experience.

This activity will not be graded, as it is supplementary to the unit.

SLOs: 1.2.1, 1.2.2, 2.1.1, 2.1.3, 2.2.2, 2.3.1, 2.3.3.

Watch *Mary Shelley's Frankenstein*

This movie will be played at the end of the unit to the whole class, to give them the opportunity to see Mary Shelley's story in action. The students will have a visual experience of the text, and this may help some learners comprehend and remember the material.

This activity will not be graded, as it is supplementary to the unit.

SLOs: 1.1.1, 1.2.1, 1.2.2, 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.3.1, 2.3.3.

ICT: C3, F4.

Final Unit Project (if I had more time)

To complete this unit, if I had more time, I would have students compare the three works we have looked at in class; *This Dark Endeavour*, *Frankenstein*, and *Mary Shelley's Frankenstein*. The students could present this information via PowerPoint, website, movie, paper, etc. The choice is theirs, and other mediums may be permitted by the teacher. The students would be required to justify their comparisons with secondary sources and evidence from the three works (quotes, etc.)

This assignment would be graded based upon a rubric, although individual rubrics would be made up for the different mediums (the rubric for a paper would be slightly different than the rubric for a website, but all would grade the same content).

SLOs: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.1.4, 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 5.1.1, 5.1.2.

ICT: C1, C2, C3, C6, C7, F1, F2, F3, F4, P1, P2, P3, P4, P5.