

Adrianna Bayer  
English 681  
Professor Creadon  
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### Lesson Plan for English 220

**Discipline:** English

**Name:** Adrianna Bayer

**Date for Lesson Implementation:** October 17, 2006 (Tuesday)

**Time for Lesson Implementation:** 11am-12:20pm

**Adrianna's Lesson Topic:** *Frankenstein* by Mary Shelley (Chapter 17-end)

**Number of Students:** 26 (students will work in pairs)

#### I. *Goals*

The goal of this lesson is to further understand the representations of the monster. These representations differ depending upon the context of the monster which includes, but is not limited to, culture, literature, history, and current/contemporary events. Students will identify monsters and will critically analyze the qualities that create a monster or “others” an individual to become a monster. They will then connect these idea to the novel and identify possible monsters, other than the obvious, in *Frankenstein*.

#### II. *Objectives*

Students will:

1. Draw interpretations of monsters based on key words and share these interpretations with each other (Cognitive—Application & Synthesis)
2. Brainstorm “monster” qualities as a large group and analyze how these characteristics other the monster (Affective—Valuing & Organization)
3. Look at the characters from *Frankenstein* and identify the monsters (Cognitive & Psychomotor—Knowledge & Perception)

#### III. *Type and Organization of Subject Matter*

1. Drawing exercise (I will ask students to draw a...)
  - Literary monster
  - Historical monster
  - Movie monster
  - Political monster
  - Cultural monster
  - Psychological monster
2. Share drawings and brainstorm
  - How are the interpretations of monsters different? Similar?
  - What are qualities that create a monster?
3. Discuss the monsters from the novel
  - Who are or can be characterized as monsters?
  - Support perspectives with evidence from the novel or from the lists that were composed while in pairs

#### IV. *Type and Organization of Learning Opportunity*

The time spent for each portion of the class is subject to change.

1. Drawing Exercise (15 minutes)
2. Share drawings with a classmate (15 minutes)
3. Brainstorm monster qualities (20 minutes)
4. Discuss interpretations of the “other” (aka monsters) in *Frankenstein* (30 minutes)

#### V. *Materials*

Class sets of:

- *Frankenstein* by Mary Shelly
- Whiteboard Markers
- Note taking tools, i.e. paper, pens, and pencils

#### VI. *Modes of Presentation and Response*

Drawing, Brainstorming, Listing, Comparing, Contrasting, Note taking, Group discussions (both small and large)

Procedures:

1. Brief introduction and explanation of goals for the lesson
2. Orientation Set (Verbatim): “The following lesson will be an opportunity for you to delve more deeply into the representation of the monster. Students will draw interpretations of types of monsters, compare and contrast these drawings with classmates, and will compose a list of qualities that are inherent in the monster/other. We will then use these qualities to reexamine the monsters in *Frankenstein* using textual support, in the form of quotes, to highlight why certain characters can be depicted as the monster or the other.
3. Draw a monster: Based on the broad prompts that I will give students, they will draw interpretations of monsters that come to mind based on various terms (See type and organization of matter for more information). If students are really shy or awkward about drawing, they can list different ideas of monsters.
4. Working in pairs: Students will pair with a nearby classmate and compare/contrast the different images or interpretations of monsters that came to mind based on the original terms. Students will list necessary characteristics or elements that create the other/monster.
5. Large group discussion: Students will identify possible monsters or “others” from *Frankenstein*. Using support from the novel or from the characteristics discussed in pairs, students will identify and debate over qualities of the monster.

#### VII. *Evaluation*

Throughout the lesson I will be aware of my audience, the students, and their interest/attention to what is being discussed. I will consider the level of enthusiasm for the material and will walk amongst the groups to listen and offer suggestions for the various arguments. The drawing exercise will also offer an opportunity for students to play with their imaginations as they create their own monster images.