

Theme

How can citizens innovate, manage, and use technology in ways that are socially responsible?

STEM Innovation Academy Unit 1 Plan

Subject: Humanities: Political Studies (English) Unit Title: Politics--Oh the Horror! Grade: 10	Teacher: Ms. Buske Duration: 10 Weeks
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Summary of Unit

Horror as a genre is reflective of the political climate and, in contemporary literature and media, is used to challenge social and political structures. This first unit will examine the vampire motif in several literary texts using the foundational text Bram Stoker’s *Dracula* as an anchor text. This examination is important because it encourages the objective analysis of literature as a source for understanding political structures and it frames the author as a voice of protest and/or a mirror of a time period’s values and ideas. This unit will be framed by a “Haunted House Simulation,” which is an immersive, multimodal adaptation of *Dracula* or the various short stories included throughout the introductory phase of the unit. Students will examine the political values, beliefs that characterize the text and controversies framing the literary work through scholarly research, and will use the research, in addition to character and plot analysis, to “recreate” a visceral experience of the text in the form of a “Haunted House.” For this reason, the unit will also encourage examination of the critical connection between fiction and nonfiction, as students will need to develop a rationale for their adaptation of the vampire motif and their adaptation of the characters and plot sequence for a modern audience. The unit will include a formal panel presentation, wherein students pitch a “Haunted House Simulation” and use research to support their adaptation, and a community event, where students simulate the text and explain the thematic relevance of the novel through a political lens for a modern audience.

Standards/Outcomes/ NJSLSA-Related items for Grades 9-10

Targeted Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Supporting Standards:

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.W.9-10.4

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.)

CCSS.ELA-LITERACY.W.9-10.5

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 9-10 here.)

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

1. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

1. 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.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
3. 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, or its etymology.
4. 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.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.

NJ-SLA Related Items

- NJ-SLA Research Simulation Task
 - Annotating and analyzing texts
 - Synthesizing Fiction and Non-fiction
 - Thesis and Supporting Evidence
 - Transitions/Connecting Ideas
 - Introduction/Conclusion Writing

- NJ-SLA Narrative Writing Task
 - Prose Constructed Response
- NJ-SLA Literary Analysis Task
 - EBSR (Evidence Based Selected Responses)

The PARCC Writing Scoring Rubric for Grades 9-10 will be used to assess the Research Simulation Task and Narrative Writing (the script for the Haunted House).

Stage 1 – Desired Results

Essential Questions:

- How is literature shaped by political contexts?
- How can an understanding of literary perspectives help us to understand, question, and shift cultural values?
- How does a society decide what is good and what is evil?
- What do “monsters” in literature help us understand cultural fears and biases?
- What do patterns across culture and time show about the human condition?
- How can fear be used to manipulate collective beliefs and actions?

Stage 2 – Assessment Evidence

Unit Pre-assessments:

- 1) Students will read a short horror story by Edgar Allan Poe and a linked article. Students will respond to text-based questions based upon the story and the article, specifically pertaining to standards RL.9-10.1-5 and W.9-10.2.
- 2) Students will experience a “Haunted House Simulation” based upon the Poe story and will respond to analysis questions in a rotating prompt/discussion activity.

Presentation: Haunted House Simulation: Formal Presentation

Description: Students will present their research and a script/pitch for a haunted house in front of an audience and will participate in a Q&A session with audience at the close of the presentation.

Performance Task(s):

Writer's Notebook

Students will write 5 REFLECTIONS (minimum) per week. Each response should be at LEAST 7 sentences and should include SPECIFIC examples/evidence to support ideas. There will be specific prompts on certain days. (Note: Writer's Notebooks will eventually be used during Creative Writing Series)

Writer's Notebook: Creative Writing Series

In writer's notebooks, students will respond to prompt based upon mentor text. After analyzing writer's techniques and linking techniques to the theme of the text, students will apply the techniques to their own creative writing and will participate in peer revision process.

Vocabulary Activities

Students will create games based upon weekly vocabulary terms (based upon weekly readings). Students will play the games in class.

Kinesthetic Character Analysis

Students will read a short story and will examine development of characters, particularly in terms of complex relationships and conflicting motivations, through this activity and reflective analysis.

Haunted House Rationale

Students will write a 1-2 page rationale describing nonfiction article related to text (Dracula or short story) and the political interpretations of the text. Students will be assessed upon their ability to synthesize information, link important central ideas, analyze the argument of the scholarly article and its relevance to the course text, and their ability to present their information clearly and logically.

Circle Discussions and/or Chart Paper Analysis

Students will participate in a "Circle Discussion" weekly based upon mentor novel OR will complete independent analyses of the class text. Students will choose from text-based questions, or will generate their own questions (pending teacher approval) based upon the standard covered that particular week.

Dracula Fishbowl

Students will come to class prepared with discussion questions about the text (Dracula) and their chosen political article linked to the political relevance of vampires. Students will be required to establish the rules of the discussion, question one another, use evidence to challenge the perspective of others and justify their own perspectives.

Sources and Brief Description

Students will provide a list of no less than 5 sources that will be used in presentation. Students will be encouraged to use class materials (texts provided in class), but should use AT LEAST three outside sources. Under each source, students will write a brief description of the source (what the source is about, why student chose the source--credibility, relevance, recency, and how it will help student develop topic).

Haunted House Research: Class Presentations

Students will be divided into groups and will present their research/rationale for the Haunted House. Students will address the “nonfiction framework” (scholarly analysis of the text, should be an interpretation through a political lens). Peer groups will provide one another feedback. Students will complete a final survey where they choose the final “Haunted House” simulation that the class will design as the final project.

Authentic Experiences:

1) Participation in “Haunted House Simulation”

2) Brighton Asylum Visit?

<https://brightonasylum.com/horror-museum/>

3) End Project: Invite community members to visit the “Haunted House”

4) Livingston Haunted House

Extensions (Tier I):

Content: Articles and Novel

- Students will be asked to use articles from Google Scholar as part of their research. Students will be required to assess at least THREE primary sources, whether this includes data from research OR primary historical document
- Students must choose “mentor novel” to read alongside Dracula
- Students will be allowed to choose topic of interest

Process: Flipped Classroom

- Students will choose ONE literary concept to teach the class
- *Students must develop a simulation or a game to teach the concept

Process: Film Analysis

- Students will be required to choose a contemporary horror film and analyze structure of the film, comparing/contrasting the structure of the film with the in-class text (film should be approved by teacher and should include vampire motif)

Product: Literature Review/Mini Thesis

- Students will construct a “mini thesis” with a well-developed literature review (from Google Scholar, commentary on at least three literary theories) connected to the vampire motif.

<http://www.public.asu.edu/~kroel/www500/Mini-Proposal%20Guidelines.pdf>

Differentiation (Tiers II and III)

Content: Dracula Scaffolds

- Students will be provided with audio version of text to listen to alongside Dracula. Students will also be given YouTube “summaries” to help explain plot development so that students can answer questions related to deeper analysis.

Content: Article Choices

- Students will be given choice to read teacher-selected article options related to vampire motif, with scaffolds included within the article.

Process: Group Reading

- Students will be given the option to read Dracula in groups and respond to questions in a “podcast” format. Students may also participate in rotating organizer activity, where they can respond to prompts by chapter on chart paper.

Process: Organizer

- Students will be given a writing organizer before drafting rationale/proposal for Haunted House.

Process: Kinesthetic Learning Activities

- Students will engage with content and will enhance reading/writing skills using kinesthetic activities
- https://docs.google.com/document/d/1SMOBnH3LItK1n0Xlkgg0XU1XHsMYiEUmcRw6_yMlkrs/edit

Product: Media

- Students will be given the option to (in addition to written proposal) present their Haunted House Simulation “pitch” using multimedia formats, such as iMovie or Prezi.

Stage 3 – Learning Plan

Vocabulary

dawdle, diligence, idolatrous, polyglot, goitre, prodigious, salient, caleche, impalpable, interminable, battlement, solicitor, akin, gout, intonation, malignant, saturnine, acumen, bauble, solicitor, deficiency, furlong, semblance, paradox, allusion, parallelism, xenophobia, technophobia, pathology

Expert/Field Experience(s)

- Visit to Brighton Asylum? (in NYC)
- Skype with “Haunted Library” Author <https://education.microsoft.com/Story/SkypeLesson?token=2ced0>
- Poe’s Phantoms Trip <http://www.sryt.org/John-Fell-House-Show-Tickets.html>

Literacy Connections/Research

- Students will conduct daily research during the last 40 minutes of class (students should annotate each text) or will read the in-class novel and respond to literary analysis questions
- Students will complete a daily Journal, where they will either respond to designated writing prompt related to specific daily lesson OR writing prompt option (given at the beginning of the project)
- Students will be examining the following literary texts during the course of research (in addition to teacher-selected Newsela Articles OR Ebsco Articles): Dracula, Carmilla, “Christabel,” The Vampyre, “The Flowering of the Strange Orchid,” “Tracking the Vampire in Myth and Popular Culture (Article),” “The Legend of the Vampire in the Work of 19th Century British Literature” (Article), “The Evolution of the Vampire from Stoker’s Dracula to Meyer’s Twilight Saga” (Article)

Resources:

Materials

Writer's Notebooks
Chromebooks
Chart Paper
Recording Devices (Podcasts)

Digital Tools

TED-ed
iMovie
Ebscohost (eBooks)
Storyboard.com
NY Times Learning Blog
Google Forms*
Clarisketch (<http://www.clarisketch.com>)
Scratch MIT (<https://scratch.mit.edu>)
Writing/Brainstorming: [Scoot & Doodle](#)

Media

"Vampire Weekend" Music Video <https://www.nme.com/news/music/vampire-weekend-48-1253877>
Full Audio of Dracula
<https://www.youtube.com/watch?v=yZc94VWvf2s&list=PLsOptpSGdv9fy2X3TPOjUo5pSgnpVaJox>

TED-ed Vampire Videos
https://www.youtube.com/watch?v=_0ThKRmySoU
<https://www.youtube.com/watch?v=7uiyz3139tE>

Texts

Literature:

"Blood" by Naomi Shihab Nye
<https://www.loc.gov/poetry/poetry-of-america/american-identity/naomishihabnye-blood.html>

"Christabel" (poem)
<https://www.poetryfoundation.org/poems/43971/christabel>

Carmilla (novella)
<https://repositorio.ufsc.br/bitstream/handle/123456789/134896/Carmilla%20-%20Sheridan%20Le%20Fanu.pdf?sequence=1>

The Vampyre by John Polidori
<https://ebooks.adelaide.edu.au/p/polidori/john/vampyre/chapter.html>

“The Flowering of the Strange Orchid” HG Wells
<https://personal.uwaterloo.ca/jerry/orchids/wells.html>

Dracula
<http://www.bramstoker.org/pdf/novels/05dracula.pdf>

Props and Decor (Haunted House):

<https://www.spirithalloween.com>

*Give class a budget and ask them to work together purchase necessary props and supplies for haunted house

Articles:

Final Assessment Reading:
<https://news.wisc.edu/tracking-the-vampire-in-myth-culture-and-politics/>

Correlation of Week: Zombies, Vampires, Democrats and Republicans
<http://www.mrscienceshow.com/2009/05/correlation-of-week-zombies-vampires.html>

“The Legend of the Vampire in the Work of 19th Century British Literature”

“The Evolution of the Vampire from Stoker’s Dracula to Meyer’s Twilight Saga”
<https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=2836&context=clcweb>

Note: Students will be choosing texts in “book clubs” to examine (will be based upon reading level)

***Utilizes Google Classroom**