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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | **Closure** |
| **Monday, March 3** | I am learning how to determine the themes of Frankenstein by analyzing the author’s point of view. | I can write at least two theme statements based on Frankenstein by analyzing the author’s point of view using what I know about the values of the British Romantic Era. | Students will be given a couple of questions and we will read through the rest of the text with the audio recording. | Students will answer the questions. | Students will be given a list of topics, and students will be asked to come up with a universal theme that can be applied to everyone. | Students will start thinking about which theme stands out to them in terms of interest the most. |
| **Tuesday, March4** | I am learning how to determine the themes of Frankenstein by analyzing the author’s point of view. | I can write at least two theme statements based on Frankenstein by analyzing the author’s point of view using what I know about the values of the British Romantic Era. | Students will watch a video on theme.  Students will discuss how theme can be applied to modern day contexts.  Students will be introduced to their project and the timeline. | Students will have about 2 to 3 weeks to work on the assignment with due dates at different steps.  Students will be shown different examples of statements, articles, and possible options for creative pieces. | Students will be provided with graphic organizers, however students will need to type up their final product. The creative portion needs to be thoughtful. | Students will show the notes from the articles that they read for a grade. |
| Wednesday, March5 | I am learning how to analyze the themes in Frankenstein and apply it to a modern day context.  I am learning how to determine the author’s point of view of the text. | I can analyze the themes in Frankenstein by discussing the characteristics of the text and the author’s point of view.  I can analyze the themes in Frankenstein by applying it to a modern day context by reviewing the research. | Students should have already chosen their topics and themes that they are going to complete their project on.  Students need to have both articles read and the brief worksheet completed by this Friday. | Students will discuss out loud what their chosen articles were talking about and how they can tie it in to Frankenstein. | Students will jot down notes from the discussion.  They will be shown MLA format on how they should incorporate their information into their paragraphs. | Students will submit a sample paragraph for review. |
| **Thursday, March6** | I am learning how to determine author’s point of view by evaluating and analyzing traits of Romantic works by their characteristics and write informatively. | I can analyze the themes in Frankenstein by discussing the characteristics of the text and the author’s point of view.  I can analyze the themes in Frankenstein by applying it to a modern day context by reviewing the research. | Students will continue to complete their research and writing individually.  I will be conducting conferences with each of the students as they complete this. | Students will continue to complete their research and writing individually. | Students will continue to complete their research and writing individually. | Students will continue to complete their research and writing individually. |
| **Friday, March7** | I am learning how to determine author’s point of view by evaluating and analyzing traits of Romantic works by their characteristics and write informatively. | I can analyze the themes in Frankenstein by discussing the characteristics of the text and the author’s point of view.  I can analyze the themes in Frankenstein by applying it to a modern day context by reviewing the research. | Students will turn in a rough draft of their writing (they should have at least 3 paragraphs written down that does not include the introduction and the conclusion. | Students will turn in a rough draft of their writing (they should have at least 3 paragraphs written down that does not include the introduction and the conclusion. | Students will turn in a rough draft of their writing (they should have at least 3 paragraphs written down that does not include the introduction and the conclusion. | Students will turn in a rough draft of their writing (they should have at least 3 paragraphs written down that does not include the introduction and the conclusion. |