

# Dialogue and Design

Teaching Shelley's *Frankenstein*

Derek R. Peil

Advisor: Todd F. Reynolds

Department of Secondary Education

“The unexamined *life* is not worth *living*” – Socrates

(470-399 BCE)

“The unexamined *lesson* is not worth *teaching*” –

Derek Peil (CE 2015)

# Trajectory

- Focus on *Pedagogy*
- Research
- *Design and Dialogue* = Student Engagement / Performance
- Three Stages:
  - Planning
  - Delivery
  - Assessment
- Student Work, Data, Research
- *Reflection*

# Context

- Cheyenne East High School
  - 11<sup>th</sup> Grade AP Literature Students
  - 24 Students
    - 18 Female
    - 6 Male
- Ivan
  - ESL (English as a Secondary Language)
  - Ukraine
  - Struggling Reader and Writer
  - Excels in Math and Science

# Backwards By Design

Identify desired results

Determine acceptable evidence

Plan learning experiences & instruction



# Goals and Objectives

- Students will be able to:
  - **Understand** how prevalent **themes** of literary British Romanticism (namely imagination, nature v. industrialism, the supernatural, and individualism) function in Mary Shelley's *Frankenstein*.
  - **Compare key conflicts and themes in Mary Shelley's *Frankenstein* to today's societal concerns (climate change, bio-research, race, and gender).**
  - Know the definitions of prevalent **literary terms** (esp. personification, alliteration, extended metaphor, and sympathetic character) in *Frankenstein* and analyze how these devices convey meaning in the text.
  - **Examine their reading process** for strengths and weaknesses as well as generate a list of at least three effective reading practices that help their comprehension of advanced texts

# Common Core State Standards

- **CCSS.ELA-Literacy.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**.

- **CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.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.**

- **CCSS.ELA-Literacy.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.

# Designing Assessments

- Variety of Assessments
  - Summative
    - Social Issue Paper
    - Social Issue Presentation Fair
    - Quizzes
  - Formative
    - Discussions
    - Protocols
- Multi-Modal
  - Reading, Writing, Speaking, Creating
  - Open-ended
  - Interactive

# Social Issue Research Paper


Throughout the unit, we have investigated how themes operate in *Frankenstein*. Choose one of these themes and begin thinking about how it applies to society at large. For example, how does the theme of nature play out in the text *and* in today's political landscape that deals with issues such as environmentalism and climate change? I will use this example throughout to help you understand the assignment and the process. Brainstorm a topic, and write a 3-5 page research paper that explains how a particular theme in the text relates to a "real world" issue in society



## **Procedure:**

1. **Pick** a theme that you particularly enjoy and one that intrigues you. Refer to your protocols and journals to find a theme. It does *not* have to be one of the four themes (imagination, individualism, nature, and the supernatural) focused on in-class. Ex: Industrialism v. Nature.
2. **Connect** the theme to a *specific* social issue. Ex: Polar bear extinction in the Alaskan highlands connects to the theme of Industrialism v. Nature.
3. **Compile** textual evidence from *Frankenstein* about the theme and from outside sources about the social issue. Ex: Walton's relentless pursuit in Chapter one and an article titled, "Are Sea Expeditions Encroaching on Polar Bear Habitat?"
4. **Organize** your thoughts and evidence. Create a thesis statement that your evidence supports. Follow the "*who* is doing *what*, *why* and *how*" template for a solid thesis statement. Ex: Walton (*who*) exemplifies (*what*) the negative results of industrialism's overreach to demonstrate how we should limit our encroachment on Polar Bear habitat (*why*) through keeping within the limits of nature's geographical and biological boundaries (*how*).
5. **Write** drafts of your papers, focusing on making explicit connections between the theme and the social issue.

**Presentation Fair:** On the day you will hand in your final paper, you will have an opportunity to present your paper in the "Social Issue Fair." You will create a visual aid to help you as you present. This is an opportunity to receive feedback. For more details, please see the "Social Issue Fair" handout.

 **Relax!** We will workshop drafts in class, so focus on this assignment as a *process* not a *product*. That means work on it throughout the upcoming units, and utilize all of the work we do in class (protocols, journal entries, group activities, etc.) to help you along the way. If you have questions, feel free to ask!

# Designing Instruction

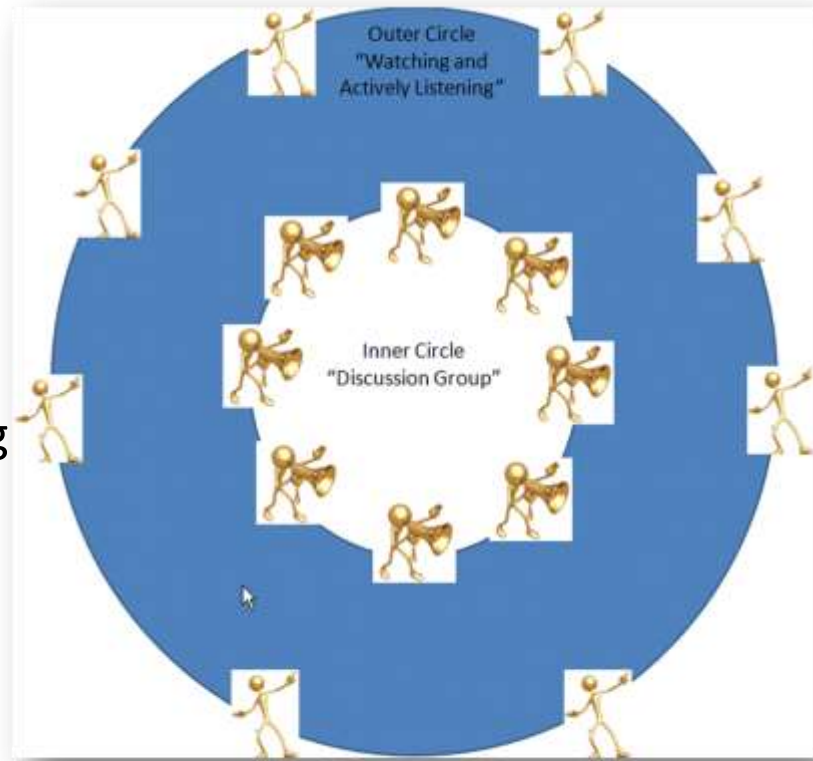
- **Relevant**
  - Activity: “Sympathy Likert Scale”
  - *Purpose*: Connecting Personally to the Text
- **Collaborative**
  - Activities:
    - “Four Corners” Discussion
    - “Group Theme” Presentation
  - *Purpose*
    - Classroom Environment
    - Engagement and Rehearsal
- **Informative**
  - Activity: Compare Contrast *Frankenstein* and *To Kill a Mockingbird* Films
  - *Purpose*: Develop Skills of *Identifying* and *Analyzing* Theme

# Assessment Conversation vs. IRE

- IRE
    - **Initiate** question or point of inquiry
    - **Response** of student (usually singular)
    - **Evaluate** student response (often based on hidden expectations)
  - Assessment Conversation
    - **Extends** IRE process
    - **Modifies** instruction for student needs
    - **Broadens** student and teacher roles
- (Duschl 2003)

# Designing A Dialogic Classroom

- Collaboration Norms / Classroom Routine
- Pacing / Sequence
  - Prep Time
  - 10 min. rounds
- Wait Time
- Coaching
- Nonverbal Components
  - “Speaking Rights and Listening Responsibilities” (Cazden 2001)
  - Gestures
  - Raising Hands
- Supports



## Joining the Conversation Participation Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Have you ever had trouble participating in a discussion, just not knowing what to say or *how* to say it? Apply the tactics in this guide during class discussions to boost your ability to participate in insightful academic conversation.

Purpose	Comment Phrases	Question Phrases
<p><b>Clarify:</b> Comments or questions intended to <i>make more sense</i> or gain more specificity to a comment through evidence, examples, and summary.</p>	<ul style="list-style-type: none"> <li>-Your main idea appears to be... is that correct?</li> <li>- You seem to suggest that...</li> <li>- Do I understand you correctly?</li> <li>-The author is saying that...</li> <li>-My point is that...</li> </ul>	<ul style="list-style-type: none"> <li>-Can you explain why...?</li> <li>-Why do you think that...?</li> <li>-Are you saying that...?</li> <li>-Can you give an example of what you mean by...?</li> </ul>
<p><b>Elaborate:</b> Comments or questions that establish your <i>shared</i> position in relation to other's ideas.</p>	<ul style="list-style-type: none"> <li>- I would add that...</li> <li>- Another thing to consider is...</li> <li>- Your comment raises the question...</li> <li>- Other explanations exist, such as...</li> </ul>	<ul style="list-style-type: none"> <li>-What other explanations are there?</li> <li>-Could you explain how you arrived at this interpretation?</li> <li>-How is your idea different from X idea?</li> </ul>
<p><b>Agree and/or Disagree:</b> Comments or questions that show how your ideas align or differ from others.</p>	<ul style="list-style-type: none"> <li>- I agree that...</li> <li>- I disagree with the claim that ...</li> <li>- While X suggests ... I think ...</li> <li>- I have to disagree because ...</li> </ul>	<ul style="list-style-type: none"> <li>-What part of the argument do you agree/disagree with?</li> <li>- You don't disagree with everything X says, though, do you?</li> <li>- I see what you mean by ... but what about ...?</li> </ul>
<p><b>Respond:</b> Comments or questions that make connections between your own ideas and experiences, other's remarks, texts you've studied, other courses, or the world both past and present.</p>	<ul style="list-style-type: none"> <li>- X reminded me of ...</li> <li>- This is similar to ...</li> <li>- The author's argument reminds me of...</li> <li>- I thought it was interesting how ... links to my class on ...</li> </ul>	<ul style="list-style-type: none"> <li>- How is X similar to Y?</li> <li>- Why do you think that X connects with Y?</li> <li>- But isn't it possible that...?</li> <li>- Would you agree that ... reminds you of ...?</li> </ul>

# Discussion Results

1. Engagement
2. Critical Thinking
3. **Active Coaching**

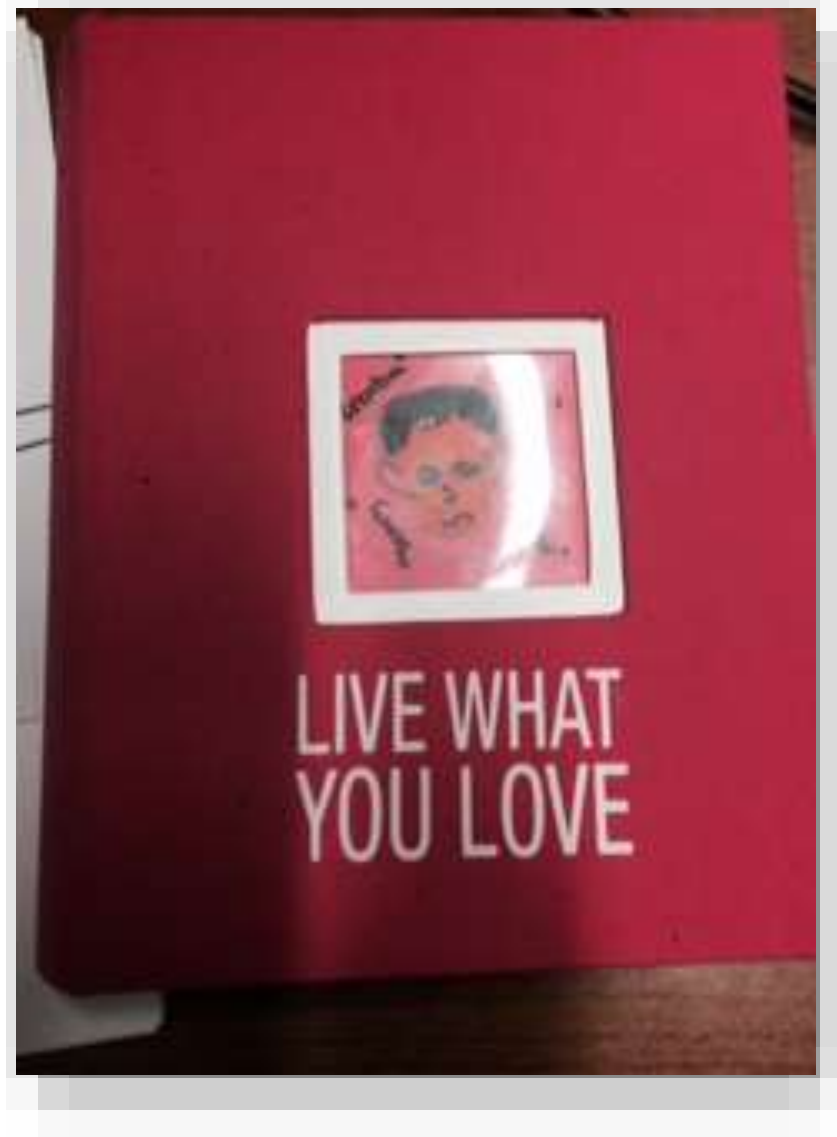
“The most important asymmetry in the rights and obligations of teachers and students is over control of the right to speak”

(Cazden 2001)

# Student Work



# Social Issue Visual Aids



## Purpose Question

How does Mary Shelley's Frankenstein relate to high school "ugliness" and the cliques?

## Thesis

Many high schools experience marginalization based off of appearance and things they do or say, the monster in Frankenstein experiences the same marginalization because he looks "scary".

"We probably form  
cliques because of  
primitive instincts  
that tell us there's  
safety in numbers"  
(Corbally)



"That family  
Nee. m. p.  
will love me"

"My companion must  
be of the same  
species and defects"  
(Shelley on 16)



# More Student Work



The monster's ostracism by the de laacey family and Victor because of his differences in his appearance and thoughts reflects on the ostracization of people with handicaps because they stray from the norm



THE MONSTER'S OSTRACISM BY THE DE LAACEY FAMILY AND VICTOR BECAUSE OF HIS DIFFERENCES IN HIS APPEARANCE AND THOUGHTS REFLECTS ON THE OSTRACIZATION OF PEOPLE WITH HANDICAPS BECAUSE THEY STRAY FROM THE NORM

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HIS 'MONUMENTAL' CREATES A DIVISION BETWEEN HIM AND THE REST OF SOCIETY

# Assessment Tools

## What I am looking for:

Points: 1-5	Description:
_____	Does the presentation focus on a specific topic?
_____	Does the presentation have a visual aid?
_____	Does it contain evidence to support the group's position?
_____	Are the presenter's knowledgeable and well-prepared?

**Observers:** While students present, the observers will follow the “What I like, What I learned, and What I wonder” protocol on a sheet of paper as follows:

*What I like:* What particular aspect of the presentation, argument, or visual aid did you like and why?

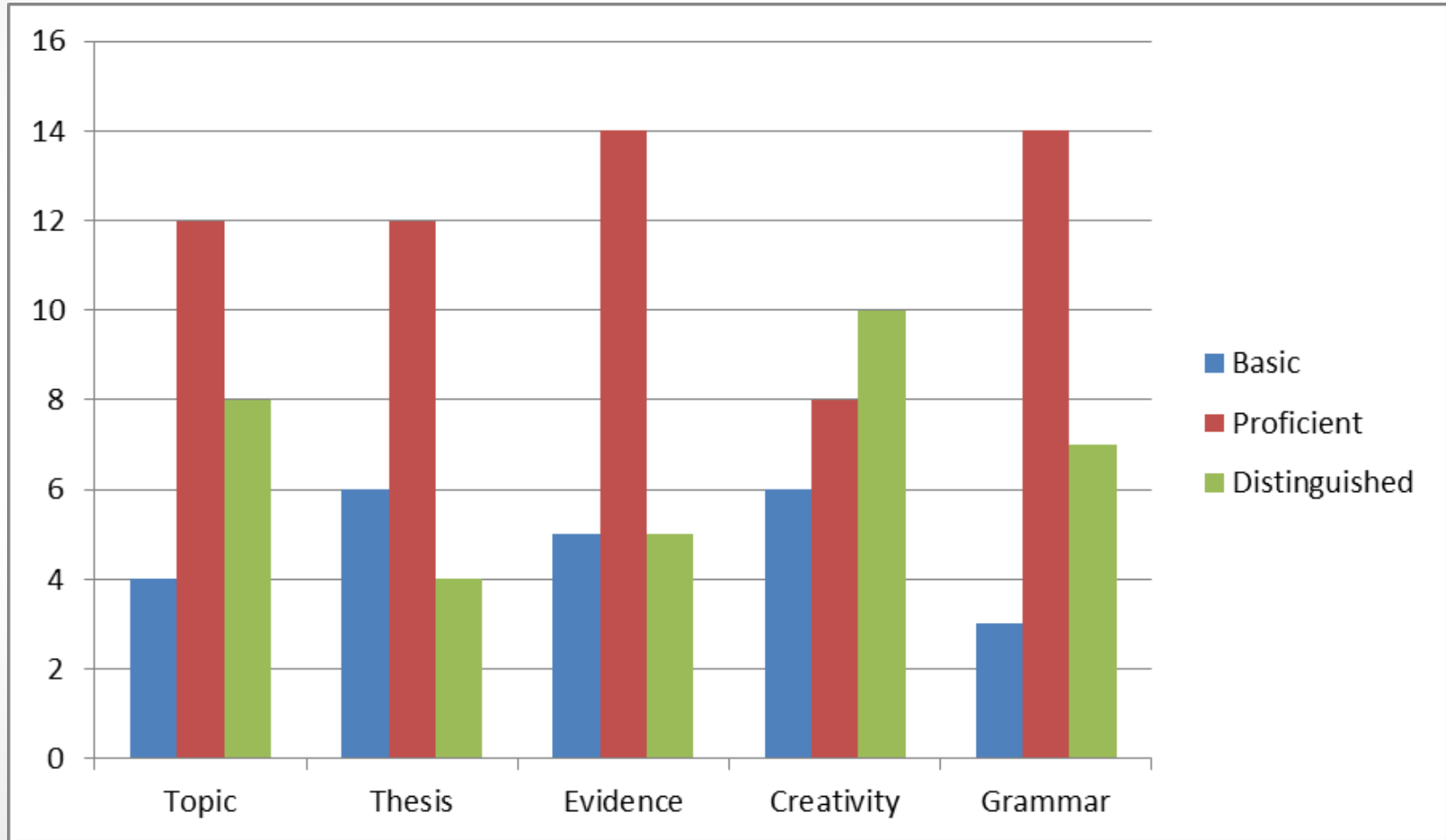
*What I learned:* What do you now understand that you didn't prior to the presentation? Explain.

*What I wonder:* What do you still wonder, question, or want to explore further Explain.

# Assessment Tools

Category	Below Basic	Basic	Proficient	Distinguished
Topic	Student selects an unsuitable topic for the audience and assessment guidelines, or drastically strays off topic.	Student selects a broad topic or one that is too narrow in scope or does not remain focused on the topic.	Student selects a specific theme and social issue that is neither too broad nor narrow in scope, and remains focused on these ideas throughout.	Meets proficient benchmark, excels in keeping the topic to a scope that is particularly meaningful to the text.
Thesis	Thesis is missing or is not identifiable.	The thesis is not easily identifiable or specific, or is clearly not written in the “who is doing what, why and how” template.	Paper includes an <i>easily identifiable</i> and <i>specific</i> thesis in regards to an issue and theme, following the “who is doing what, why and how template.”	Meets proficient benchmark, and demonstrates exceptional insight into the theme / social issue at hand.
Evidence	Evidence lacks two or more italicized traits (variety, relevance to audience, or explanation) outlined in the proficient benchmark, or is absent.	Evidence lacks one of the italicized traits (variety, relevance to audience, or explanation) outlined in the proficient benchmark.	Student implements a <i>variety of evidence</i> that appeals to the <i>intended audience</i> , and <i>explains why</i> the evidence supports their argument.	Meets proficient benchmark and displays exceptional diversity, relevance to the audience, and/or explanations as to why it supports their policy proposal.
Organization	Any efforts to organize the piece are not noticeably recognizable or lack coherency.	Lacks one or more of the three italicized components in the proficient benchmark.	Arguments build coherently off of one another, are logically sorted, and introduced with transitions	Meets proficient benchmark, exemplifies outstanding ability to organize their specific work persuasively.
Creativity	Student takes the same approach as others, bordering plagiarism.	Student takes an unoriginal approach to the argument or does not have a distinct voice.	Student takes a fairly creative approach to the topic and displays a personal voice in their writing.	Meets proficient benchmark, and exhibits excellent creativity, ingenuity, and critical thinking.
Grammar	Paper consistently does not adhere to Standard English conventions.	Paper has consistent errors that substantially detract from the content.	Paper has fewer than three errors.	Paper has no more than two grammatical errors.

# Assessment Results



# Misconceptions

- **Topic**
  - Too Broad / Narrow
  - Specificity (theme / social issue)
- **Thesis Statements**
  - Obvious / Surface Meaning
  - Lacking Implications of Significance
- **Evidence**
  - Summary v. Analysis
  - Connections to Main Ideas / Thesis
- **Creativity**
  - Strongest Category
  - Extensions Beyond In Class Examples
- **Grammar**
  - Comma Usage and Fragments
- **Organization**
  - Arranging Logical Ideas

# Next Steps in Instruction

*“... being sensitive to students’ present level of understanding so that instruction can be **continuously modified** while learning is still taking place. This means that **continuous** assessment of students’ understanding to improve teaching and learning is required; that is, formative assessment, assessment **for** learning and not **of** learning, is needed” (Furtak 2006).*

# Activities For Improvement

- Topic
  - *Elevator Speech*
- Thesis Statements
  - *Headline “How” and “Why”*
- *Evidence*
  - *Sports Commentating*
- *Creativity*
  - *Who, What, When, Where, Why Investigation*
- *Grammar*
  - *Three Comma “Truths” And A Splice*
- *Organization*
  - *Paper Puzzle*

# Concluding Thoughts

- **Dialogue**
  - Classroom Environment
  - Shift in Focus
  - Engagement
- **Design**
  - Planning, Delivery, Assessment
  - Student-centered
  - **Learning**

# References

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