

Exhibit 1.4.g.2 TWS Acceptable Exemplar

Dr. James and Dr. Michael

ED. 340

5 May 2013

Western Connecticut State University

Teacher Work Sample: The Student's Ability to Infer, Analyze, and Evaluate

Universality

Abstract:

The following teacher work sample is a document to evaluate student progress and comprehension of universality developed in a timeless work literature. Before students would engage with Mary Shelley's *Frankenstein*, learners would reflect upon universal messages/topics that often contain strongly contrasted views. Over a five-week period, students would predict, analyze, and evaluate universal messages that maintain value to readers in modern society. The document that follows presents the classroom atmosphere, student views before engaging with the text, and how evaluations of the novel evolved through discussions, activities, and the use of informational articles. As a future educator who maintains a passion for both literature and student success, the classroom environment and tasks leading toward the goal of connecting with a text almost two hundred years old needed to push the learners thought process. This teacher work sample illustrates the classroom atmosphere, obstacles in teaching, lessons developed, and examples of student work that illuminates how a teacher's goal can be achieved when learners engage in a high level of thinking and participation.

I. Contextual Factors: Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Community, District, and school factors:

When teaching at Danbury High School, the educator is working with a wide range of learners who may have vastly different backgrounds. Danbury learners come from many cultures, economic statuses, and diversity thrives in behind every door. With such a wide range of possible differences, one may wonder how all students will be able to relate to universal themes; however, the common environment that has allowed these students to thrive because of diversity enhances the ability to analyze how some messages remain the same throughout cultures. Danbury High School is the second largest school in Connecticut, thus providing one with access to multiple experiences. Students in Danbury come from multiple socioeconomic, cultural, and religious backgrounds. Students of great wealth may sit in classrooms next to learners of low-income families. Contrasting religious beliefs often occupy a similar space. Opposing belief systems or cultural values share a space and work together toward a similar goal. Not only is Danbury High School full of diverse students, the educators at this school also offer insight from many walks of life. Language, religion, and economic status did not have an impact on the learning environment, and all students participating would find that even when differences are present, many themes in life remain universal.

Classroom factors:

The classroom I would be teaching in followed a detailed set of rules and expectations for all who occupy a seat. I was educating a group of 28 seniors in an English 4 classroom. Students are expected to promptly arrive to class with tardiness being recorded and punished when becoming a habit. Students are expected to come to class prepared and ready to participate. Behavior was never an issue when teaching because learners are required to stay on task and contribute to discussion when asked. Homework, quizzes, and all other graded work is required to be submitted according to the teacher's calendar. Each student receives a calendar/syllabus that goes along with every unit they will be working on. The only acceptance to late work is illness. If a student has not attended class because of sickness, they are allowed the number of days absent to make up work. Any school related activity or personal conflict with attendance does not permit late work. Students are given an expectation signoff sheet documenting that both the learner and his or her parents are aware of this policy. Cell phones are not permitted, rude behavior unacceptable, and each student is held accountable for his or her contributions to the class after signing the teacher's explanation of expectations. Once a week the class will meet with an advisor, thus creating one reduced period, yet this minor conflict does not interfere with planning. No day follows a specific routine and lesson must constantly change to assure that students are being asked to try new assignments.

Assessments come daily; however, every unit will include both informal and formal evidence of student success. Typically, learners will have at least four major assessments that have been outlined in a unit calendar. While the teacher guides many of these tasks, students also contribute to the learning environment and instruction of others. The teacher is a facilitator who, while many classes will directly present

Bongiorno 5

information/task, allows students to challenge themselves and gain answers through independent discovery. With the learners often working independently toward learning, with guidance from the educator, seating arrangements must benefit the process.

The English 4 class illustrated in this teacher work sample were given seating assignments and arranged specifically to gain success. After each unit, the teacher constructs a seating chart to enhance learning opportunities. Students sit in small groups of three to four learners who each offer his or her own individual talents. Based upon scores from the previous unit's summative assessments, students will be joined by others who either compliment or assist their learning needs. If one student is a weak writer one who can provide feedback and assist with this task will join him or her. If a learner struggles with analysis, he or she will be given a peer who thrives in evaluating an author's purpose. Each learning cluster is designed to push some learners forward, allow others to gain peer interaction, and even contribute to gaining contrasting views to expose one to new ideas. While seating charts are often met with

agitation (students wanting to sit with friends) each group often gains a bond and are again upset when you expose them to another set of peers.

Being that I was working in an English 4 classroom, the room's layout was not too fancy or including many educational reminders on the wall. Student work was illustrated throughout the room, and the teacher would display any work that was considered above and beyond the requirement or could be used as a model. The chalkboard at the head of the class always includes the daily objectives. Another important aspect of the classroom design was the unit questions, which acted as a reminder to the instructional purpose that accompanied the specific unit. The teacher would write the unit question on the board so learners had a constant reminder of the

Bongiorno 6

direction thought should be heading. Along with the reminder of the unit topic, the teacher displayed another reminder that was designed by students. During the first week of school, students developed goals that they would work toward throughout their senior year. Other than objectives, the unit topic, and personal goals constructed by the learners, the classroom layout was not too fancy or distracting.

Instructional Implications:

While the English 4 classroom of 28 students represents a wide range of individuals, there were not many noticeable differences that affected the learning process. Students ranged from age 17-18. The classroom consisted of 16 girls and 12 boys. The difference in teaching older students often means that those more mature

students will give fewer problems with discipline. Whether teaching a boy or a girl who was 17-18, the seniors all behaved maturely

At Danbury High School diversity is present in every classroom. The group of learners I would be teaching included African American students, Hispanic students, Caucasian and European learners. There were students whose native language included Spanish, Portuguese English, and Chinese. Not one learner exhibited confusion or lack of ability because of his or her familiarity with a foreign language. In an English 4 class at Danbury High School, all learners are proficient in the language that is being used on a daily basis.

The student's socioeconomic status was never on display, and I was not privy to any learners need for assistance because of his or her economic situation. While one could deduce that some students came from wealthier background, the amount of money any given family had was never a factor. Most students were already participating as an

Bongiorno 7

employee in society, which may contribute to the quality of work being handed in, but all students who held a job also made active contributions to the class.

In the English 4 class that is being focused upon for this teacher work sample, only two students had 504 plans that required special circumstances. A learner with emotional disorders and another with comprehension needs occupied a seat in the class, yet I never had to make special arrangements or noticed a difference in needs. Both students were completely able to keep up with the work. Once in a while I may

need to reiterate the assignments purpose, or reword my explanation; however, both students maintained the ability to complete the tasks required to succeed. All learners in my English 4 class were different, but their differences never hindered the learning process. Only through the identification of differences listed above do I notice that the wide variety of minds benefited the process of the assignments that follow. Having a diverse classroom allows one to gain from the vast amount of different lives that will all engage with an assignment.

II. Learning Goals Based on Instructional Implications Task: Provide and justify the learning goals for the sequential lessons.

List of Learning Objectives:

1. Students will react, create written responses, and develop universal connections to topics that will be evaluated as they begin reading *Frankenstein*.
2. Students will evaluate the characterization of characters in *Frankenstein* by analyzing Mary Shelley's diction/descriptions and identify possible conflicts in characters.
3. Students will analyze a character from *Frankenstein* and become his/her voice to either defend or criticize Victor for his actions before and after creating life.
4. Students will develop conflict statements, and identify conflicts in *Frankenstein* that are universal and bound by culture with support of textual evidence.

Bongiorno 8

5. Students will examine author's choice of diction and prioritize the importance of words/phrases to construct a three levels of reading analysis chart/thematic statement.

Content Standards:

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

W.11-12.5 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 11–12 [here](#).)

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

How Lessons Align With Standards:

Each lesson must align with the Common Core Standards designated to Unit 5 and follow the standards to ensure that students are gaining skills that will benefit them as they continue in their education. For my teacher work sample, students would analyze and evaluate Mary Shelley’s universal messages along with her purpose in constructing a timeless text that speaks to a variety of readers. Students would begin the lessons by

Bongiorno 9

discussing a variety of topics (a pre-read exercise/summative assessment) in order to prepare themselves for the upper level topics that would be the focus of Unit 5. As the unit evolved, students would be responsible for researching topics, the text, creating written responses, and developing thought provoking questions based upon their evaluation of the novel *Frankenstein*. Evaluating the author’s choices, whether through diction, imagery, metaphors and other literary devices, or analyzing a novels structure, the Common Core Standards for Unit 5 required that students engaged in the evaluation

of an author's choices when he/she was writing. While students would eventually be asked to construct written responses for their analysis, the class had to begin with an examination of the text and themes that may appear as they begin reading.

When researching and being responsible for teaching the text/evaluation of an author's creative techniques in presenting audiences with a deeper meaning than the one illustrated on a novel's surface, students had to develop questions that evoke a higher level of thinking in their peers. In order to reach the higher level of thought, student's research had to go beyond the pages of *Frankenstein* to scholarly articles that provide new insight. Using literature and informational texts is required by Common Core to allow students to using informative texts for their growth in English 4. After student presented research, the class would both write and articulate how the author's development of words, themes, and other choices influences a text. The higher level of thinking forced students to place the text under a magnifying glass to find possible meaning other than what may be obvious. The research assignments align with Common Core because students are required to both write and present by following the conventions of English. The class was evaluating, questioning, predicting, and connecting a nineteenth-century novel to 2013. The ability to connect one text to another or an author's theme that is timeless/universal requires students to challenge their thoughts and participate in high-level thinking.

Closely engaging with a text allowed each reading standard to be met so that when facing writing standards the challenge was less demanding. Although student research and evaluation delivered during the reading of the text assisted with the writing standards that would follow, student writing went beyond the simple reiteration of

Bongiorno 10

information by making universal connections through personal experience. Not only were students successfully achieving each task presented by the teacher, based upon Common Core Standards, they were constantly strengthening their writing by adding information provided by peers and focusing on their own word choices when revising work. Peer collaborations allowed me to visually assess the student's ability to revise and edit work shared in small groups of 3-4 students, and students would meet with me regularly to be share their findings/evolved work that begun as a thought presented by the teacher. While

some groups did not illustrate (independently) the ability to challenge themselves and revise/edit work, the majority of learners would use study halls to collaborate, identify weaknesses of their presentation/analysis, and expand upon knowledge that would be given to peers. The three assessment that I have used for my teacher work sample illustrates how student's thoughts evolved from initial reactions to well thought out written responses that both answer the Unit 5 essential question and illustrate a skill outlined by the Common Core Standards.

II Learning Goals Continued:

Each lesson was scaffold to lead students toward the goal of constructing a written response that focuses on the Unit 5 Essential Question: **How do nineteenth century authors develop conflicts in their characters that are both universal and bound by cultures?** My lessons were designed to first assist students with developing thoughts to help them evaluate messages/themes that they will read as they begin engaging with the text. After students began developing individual thoughts and making connections to modern society, my goal was to lead students in their evaluation of the text and Mary Shelley's purpose. Finally, after students had researched topics, the text, developed thought provoking questions, activities, and led their peers in an analysis of *Frankenstein*, they would be asked to construct written responses to articulate their findings. The final assessment allowed students to focus on a specific character and

Bongiorno 11

explain how Shelley had created characters with conflicts that are timeless. Not only was I very pleased with student progress as the lessons evolved, I was impressed by their willingness to lead peers and present research that went above and beyond what I was asking of them. The Common Core Standards and skills outlined in the standards were easily achieved through the student's hard work and ability to push themselves.

III Assessment Plan:

Assessment Type	Description	Criteria for Scoring	Date Delivered
Summative: PRE Instruction Assessment- Collection of Baseline Data (before new strategy is introduced)	<p>The first assessment that I designed was a simple agree or disagree worksheet that was used to evoke student discussion and strong opinions on topics that would be presented in <i>Frankenstein</i>. Students would participate in this activity to evaluate their understand of how some topics/conflicts remain the same.</p>	<p>Students would be evaluated on their ability to articulate an analysis and make a connection to modern society. After each student shared his or her opinion, they were asked to elaborate upon their opinions. Student's received grades based upon their participation in the activity (0-</p>	<p>First Assessment was given on April 3rd 2013.</p>

	<p>These thought provoking questions would be revisited as students engaged with Mary Shelley's <i>Frankenstein</i>.</p>	100)	
<p>FORMATIVE #1: an informal task</p>	<p>The second assessment was given after students have been reading Mary Shelley's <i>Frankenstein</i>. The second assessment asked students to evaluate whether or not Shelley</p>	<p>Students were required to create a written response and support their evaluation of the text by directly quoting Mary Shelley. Written responses were two paragraphs to a page long and had to include at least two</p>	<p>The second assessment for my teacher work sample was given on April 25th 2013.</p>

	<p>constructed her text as a simple tale of horror designed to entertain reader, or if the author wrote <i>Frankenstein</i> to illuminate something more profound about human behavior.</p>	<p>quotation to support their analysis. The lesson was designed to force students into developing connections between character created during Shelley's era and 2013 America. Students received a quiz grade (0-50).</p>	
<p>SUMMATIVE: POST Instruction Assessment- Post Instruction Data to see impact of</p>	<p>The final summative assessment asked students to analyze a</p>	<p>For the post summative assessment students focused on one specific</p>	<p>The final summative assessment was given to students on</p>

instruction (at the end of the sequence)	<p>specific character in Mary Shelley's <i>Frankenstein</i>. By reflecting upon topics used for the first summative assessment (student's individual analysis), learners were able to write response that illustrate how some topics/themes are universal and will exist</p>	<p>character.</p> <p>Students were graded on their ability to make connections to Mary Shelley's character conflicts that are timeless. Students were given a test grade (0-50) based upon their evaluation of a character and his or her universal conflict.</p>	April 30th 2013
--	---	---	-----------------------------------

	<p>forever. The</p> <p>final Summative</p> <p>Assessment</p> <p>allowed students</p> <p>to answer the</p> <p>Unit 5 Essential</p> <p>Question: How</p> <p>do Nineteenth</p> <p>Century</p> <p>Authors develop</p> <p>conflicts in their</p> <p>characters that</p> <p>are universal.</p>		
--	---	--	--

Bongiorno 16

Summative Assessment 1 (Pre Summative):

While the first analysis of students' ability to identify universality may be considered informal, my goal was accomplished by viewing where each students stands on the topic of how literature created years ago maintains relevance in modern society. The first assessment that I designed was a simple agree or disagree worksheet that was

used to evoke student discussion and strong opinions on topics that would be presented in *Frankenstein*. Students would participate in this activity to evaluate their understand of how some topics/conflicts remain the same. These thought provoking questions would be revisited as students engaged with Mary Shelley's *Frankenstein*. The introduction to conflict was complete with a simple agree/disagree worksheet; however, I believe that my insight into student knowledge was better achieved through an easier activity with heavily debatable topics. Students became engaged in the process and provided impressive insight into messages that would unfold as we began reading Mary Shelley's *Frankenstein*. Each students name was written down on a blank sheet of paper, and students were graded by their amount of participation. I was responsible for asking probing questions and calling on students who may not be as willing to share as others. The first summative assessment took two class periods; however, after the engaging activity, all learners had a chance to analyze a topic. Not only were students allowed to express thoughts; I was able to assess the learner's ability to understand universality. The two students highlighted were the two learners who I would focus on for my teacher work sample because of their contrasting contributions to classroom discussion (ability to identify/express universality in timeless themes/human conflict).

Bongiorno 17

Student Name:	Participation: 1-Minimum 65% 2- Average 75-85% 3- Above and Beyond-85-100%
---------------	---

Student 1	2
Student 2 (Typically lower in classroom contributions)	1
Student 3	1
Student 4	1
Student 5	2
Student 6	1
Student 7	3
Student 8	1
Student 9	2
Student 10	2
Student 11	0
Student 12	1
Student 13 Student 13 (Student who thrives in written responses and analysis)	3
Student 14	3
Student 15	3
Student 16	2
Student 17	3
Student 18	1
Student 19	0
Student 20	1
Student 21	3

Student 22	2
Student 23	2
Student 24	3
Student 25	2
Student 26	3
Student 27	1

Formative Assessment 2:

My formative assessment took place after students have been reading Mary Shelley's *Frankenstein* and continuing their discussions on universality and an author's ability to create timeless themes. For my formative assessment, I asked students to respond to a teacher created question: Did Shelley write *Frankenstein* as a novel simply designed to entertain and scare readers, or was Shelley writing with a greater purpose (illustrate conflicts/flaws in the human race)? Students were required to construct short written response (one page) to evaluate and argue the author's purpose. Although the assignment was left up to student analysis, through engaging conversation, I was sure that

Bongiorno 18

all students would point out Shelley's greater purpose. Not only did students know that the author wrote to illustrate internal conflicts and human flaws, they were privy to and reminded of the unit question on a daily basis: How do nineteenth century authors create conflicts within their characters that are universal? The formative assessment was graded

out of 50 with and learners were required to use textual evidence in their responses to support an analysis.

Summative Assessment 3 (Post Summative):

The students' summative assessment for unit 5 asked them to focus on a specific character in Mary Shelley's *Frankenstein* and articulate the character's universal conflict. Students have been discussing and identifying universality in the text they were reading, so that when it was time for their major assessment, answering the unit question would be easily achieved. While I was faced with some students finding difficulty with the way the

Bongiorno 39

question was presented (question's wording), students were able to easily achieve the goal through the teacher's willingness to reword the question or provide extra assistance during a free period. The results of the final summative assessment went well with students clearly making connections between Shelley's text and 2013 America. Students were graded out of 100 with the final summative assessment counting as the unit's major test grade. Not only was the unit goal achieved, students successfully gain skills, as outlined by the Common Core Standards, through analysis, research, and articulated responses.

Bongiorno 19

Student Name: Post Summative Assessment	Grade based upon textual evidence to support their analysis of character and identification of universal conflict
--	--

Student 1	71
Student 2 (Typically lower in classroom contributions)	90
Student 3	80
Student 4	84
Student 5	85
Student 6	0
Student 7	98
Student 8	65
Student 9	72
Student 10	91
Student 11	0
Student 12	65
Student 13 (Student who thrives in written responses and analysis)	100
Student 14	72
Student 15	90
Student 16	60
Student 17	85
Student 18	72
Student 19	0
Student 20	72
Student 21	84

Student 22	80
Student 23	72
Student 24	95
Student 25	70
Student 26	92
Student 27	0

VI. Design for Instruction:

When developing a plan for teaching the Unit 5 essential question and including the Common Core Standards, I first had to spend a great amount of time finding resources that would help my teaching through use of Mary Shelley's *Frankenstein*.

Although I was not limited to using *Frankenstein*, from the list of texts English 4 teacher had to choose from this novel was probably the most entertaining to the classes as a whole. I wanted students to be engaged with a text that most learners find frustrating because of language that can sometimes be difficult, and nineteenth-century literature may receive the label of "boring." Not only did I want learners to become excited for a text that I am very passionate about, I was aware that this unit would be used for my teacher work sample. My cooperating teacher informed me that "when students can see

Bongiorno 22

your excitement for a text, you will pass that passion along;" therefore, using Mary Shelley's timeless novel was an immediate choice I would make.

My goal for the Unit was to install the skills outlined by Common Core Standards, give students the necessary resources to easily understand the Unit 5 essential

question, and force students to become accountable for helping their peers acquire knowledge. I wanted each lesson to be informative yet refrain from the repetitive orally delivered facts that must be written down in a notebook. Students would be asked to share their opinions and evaluate statements, analyze an author's purpose, and closely examine a character. Realizing that there are a variety of learners and different level English 4 classes, I would have to teach each class as an independent set of minds, but I would also have to educate the specific learners in each class to make sure all obtain what was needed to succeed.

For student's research and teaching of the class, each group would be required to construct thought provoking questions, create an engaging activity to go along with chapters read, identify universal conflicts/conflicts bound by culture, and include a PowerPoint pr Prezi presentation of a research topic. While Danbury High School does not have the technology that other schools may have, each room does have a projector that a laptop can connect to. Students would utilize this technology to present their PowerPoint or Prezi. Although I am more familiar with the PowerPoint technology, I was challenged by my university supervisor to expand my horizons and try something new. My students were learning from me; however, I would also be a student after one of the research groups taught me that Prezi is not technology that should be feared.

Bongiorno 23

All activities that followed my pre assessment were designed to guide students to a similar end. The message were installed during the pre assessment, I added to students understanding to universal conflicts and conflicts bound by culture with informational literature, but the research topics were most beneficial in forcing students to retain new

information. Daily assessment took place through discussion, exit tickets, and reading quizzes. Most students met the challenges I presented; however, not every learner completed the tasks outlined on my unit calendar. Any student who did not complete the required tasks did not do so because of lack of resources. Challenges were few; however, before we engaged with the novel, I would take steps to help reduce any possible stresses that may arise.

While honors students and college prep learners all read the same novel, I took time to remove chapters that were not a must read in comprehension of the essential question. All activities/lessons delivered would follow a similar mold; however, I did provide more assistance, rewording of terms and longer amounts of time needed for any given assignment, based upon the needs of a class. Most classes flourished with topics discussed, mainly because they were allowed to express themselves when relating to the text, but I would always offer extra help during free periods or after school. The lessons I used to achieve the end product were informative, engaging, and helpful for all minds absorbing skills/answers to an essential question. Some of the lessons used during Unit 5 (directly related to my teacher work sample, essential question, and standards listed), are illustrated below.

Bongiorno 24

Lesson I:

Student Teacher: David Bongiorno **Grade Level:** 12 **Date of Lesson:** 4/3/2013

Institution: Danbury High School

Content Standards (Unit 5):

**RL.11-12.3 RL.11-12.4 RI.11-12.2 W.11-12.5 W.11-12.7 W.11-12.8 SL.11-12.4
L.11-12.5 (a,b)**

Student Learning Objectives: SW react, create written responses, and develop universal connections to topics that will be evaluated as they begin reading *Frankenstein*.

Assessment: Student responses to open ended statements, Student responses to agree/disagree worksheet group discussions on making universal connections to open ended statements, shared responses during closer.

Materials/Resources: YouTube Clips of Stereotypical Frankenstein vs. The Mary Shelley Frankenstein,.

Learning Activities:

1. Class will begin with students watching two trailers of images associated with Frankenstein (stereotypical Frankenstein and Mary Shelley's Frankenstein).
2. After students have watched the two trailers to illustrate connotations vs. the actual image of Frankenstein created by Mary Shelley, class will continue discussion of agree/disagree worksheet.
3. Class will continue/finish discussion on agree and disagree worksheet.
4. Students will respond to statements and make universal connections to topics that will appear as they begin reading *Frankenstein*.
5. Students will independently complete the worksheet.
6. Have students divide into small groups (no more than 4) to discuss their responses and examples of universal connections they have made.
7. Class will be given a sign up sheet, and choose a section from *Frankenstein* that they will be responsible for researching/presenting to the class (groups of 3-4).
8. Class will conclude with teacher cold calling students to share a response/universal connection made during today's assignment.

Bongiorno 25

Initiation: Class will begin with students watching two trailers of images associated with Frankenstein (stereotypical Frankenstein and Mary Shelley's Frankenstein) to provide an image that goes along with connotations developed during day 1 initiation.

Teacher Actions: Explain Unit 5 essential question, pairings for student collaboration, prepare YouTube video to give students a visual of "The Monster," provide worksheet for probing statements, provide feedback during collaborative sharing of written

responses, facilitate students signing up to research topics, cold call students to articulate/discuss responses to probing statements, assist with developing universal connections, explain the importance of making connections as students read *Frankenstein*, cold call students to reiterate Unit 5 essential question.

Students Actions: Continue discussion of agree/disagree worksheet, make universal connections to probing statements, discuss universal connections in small groups (no more than 4), sign up to research a specific aspect of *Frankenstein*, share written responses with entire class, elaborate upon universal connections, respond to pre-reading/thought provoking statements, make universal connections when reacting to statements, share universal connections, reiterate the Unit 5 essential question.

Closure: Class will conclude with teacher cold calling students to share a universal connection that they have made based upon the statements they were reacting to. Teacher will ask students why is it important to try and make universal connections as they begin reading *Frankenstein* (Unit 5 Essential question), and explain that as students read they should take notes on the any connection they can make to modern life (possible topics for Summative Assessment).

Bongiorno 26

Lesson II:

Student Teacher: David Bongiorno **Grade Level:** 12 **Date of Lesson:** 4/4/2013

Institution: Danbury High School

Content Standards:

RL.11-12.3 RL.11-12.4 RI.11-12.2 W.11-12.5 W.11-12.7 W.11-12.8 SL.11-12.4
L.11-12.5 (a,b)

Student Learning Objectives: SW discuss/predict themes that may be found Mary Shelly's *Frankenstein* and make universal connections to probing statements.

Assessment: Student responses to agree/disagree worksheet, group discussions on making universal connections to probing statements, and sharing responses during closer.

Materials/Resources: Making Universal Connections Worksheet, students responses, collaborative discussion

Learning Activities:

1. Class will begin with students' turn and talk to discuss connotations they have when hearing *Frankenstein*. After a brief discussion among peers, students will write their connotations on the chalkboard.
2. After reading through student's connotations/images associated with *Frankenstein*, class will watch a YouTube clip of the 1994 trailer with Robert DeNiro.
3. Class will be given a worksheet that asks them to agree/disagree with statements that are associated with themes from *Frankenstein*. Students must elaborate upon each agree/disagree and make a universal connection to the statement provided.
4. Students will independently complete the worksheet.
5. Have students divide into small groups (no more than 4) to discuss their responses and examples of universal connections they have made.
6. Class will be given a sign up sheet, and choose a section from *Frankenstein* that they will be responsible for researching/presenting to the class (groups of 3-4).
7. Class will conclude with teacher cold calling students to share a response/universal connection made during today's assignment.

Initiation:

Bongiorno 27

Class will begin with students' turn and talk to discuss connotations they have when hearing *Frankenstein*. After a brief discussion among peers, students will write their connotations on the chalkboard.

Teacher Actions: Explain turn and talk task (Frankenstein connotations), prepare YouTube video to give students a visual of “The Monster,” provide worksheet for probing statements, provide feedback during collaborative sharing of written responses, facilitate students signing up to research topics, cold call students to articulate/discuss responses to probing statements.

Students Actions: Discuss and write connotations for *Frankenstein* on the board, independently response to today’s worksheet, make universal connections to probing statements, discuss universal connections in small groups (no more than 4), sign up to research a specific aspect of *Frankenstein*, share written responses with entire class, elaborate upon universal connections.

Closure: Class will conclude with teacher cold calling students to share a response/universal connection made during today’s assignment.

Differentiated Instruction:

- Length of responses required for Making Connections Worksheet
- Choice of students for oral responses
- Choice of group for reading responsibility (groups will be responsible for researching specific chapters in *Frankenstein*).

Bongiorno 28

Lesson III:

Student Teacher: David Bongiorno **Grade Level:** 12 **Date of Lesson:** 4/5/2013

Institution: Danbury High School

Content Standards (Unit 5):

**RL.11-12.3 RL.11-12.4 RI.11-12.2 W.11-12.5 W.11-12.7 W.11-12.8 SL.11-12.4
L.11-12.5 (a,b)**

Student Learning Objectives: SW evaluate the characterization of Robert Walton by analyzing Mary Shelley's diction/descriptions and identify possible conflicts in characters.

Assessment: Five questions reading check quiz, description of Shelley's characterization,

Materials/Resources: Quiz handout, map of locations in *Frankenstein*, conflict PowerPoint presentation, expectations for research handout

Learning Activities:

1. Students will be given a five-question quiz (short responses).
2. Students will be asked to find a quotation that they think serves as characterization for Robert Walton in the first four letters of *Frankenstein*. After students have been given time to write down the quotation and cite the page they found the example of characterization, they will share their quotation with the class.
3. After students have pulled specific quotations that characterize Robert Walton, students will define the characterization of Robert Walton:
 - Physical description
 - Speech (tone, what he says, how he says it)
 - His actions and behaviors
 - What others say about this character or what your initial reaction to him is
 - What does the author say about this character through her use of diction/descriptions?
4. Students will identify and share the characteristics of Robert Walton.

Bongiorno 29

5. Teacher will present a PowerPoint that introduces students to the types of conflict in literature. Students will be given examples of universal conflicts and conflicts bound by culture (Unit 5 Essential Question).

6. Students will be asked to think about the conflict or motives that one can identify in Robert Walton after reading the four letters he wrote to his sister. Teacher will explain that as students continue to read chapters 3-5 they should try to identify the conflict that exists in Victor Frankenstein (each student should find 3 quotations to illustrate Frankenstein's conflict).

7. For homework, students will be asked to think of questions they may have for tomorrow's Socratic seminar (first reading).

Initiation: Students will be asked to find a quotation that they think serves as characterization for Robert Walton in the first four letters of *Frankenstein*. After students have been given time to write down the quotation and cite the page they found the example of characterization, they will share their example with the class.

Teacher Actions: Provide students with a five-question quiz, give students a map that helps one understand the setting of *Frankenstein*, provide a quotation as an example of how I identified Shelley's characterization of Walton, assist students with identifying characteristics of Robert Walton, cold-call students to share quotations that identify who Walton is, explain the definition of characterization, lead group discussion of students identifying characteristics of Walton, discuss conflict within literary characters/how to identify conflict, create conflict PowerPoint, explain homework (identify conflicts in characters as you read, begin to think of questions for tomorrow's Socratic seminar).

Students Actions: Complete five-question quiz, analyze and share quotations to identify Shelley's characterization of Walton, identify characteristics of Robert Walton, discuss who they believe Walton is after reading his first four letters, take notes on PowerPoint presentation, identify conflicts they have noticed in Walton or motives he may have for

Bongiorno 30

his journey, articulate conflicts or motives that they have identified in Walton, reiterate homework assignment.

Closure: Students will be asked to think about the conflict or motives that one can identify in Robert Walton after reading the four letters he wrote to his sister. Teacher will explain that as students continue to read chapters 3-5 they should try to identify the conflict that exists in Victor Frankenstein (each student should find 3 quotations to illustrate Frankenstein's conflict).

Differentiated Instruction:

- Teacher choice of groups
- Students call on for sharing responses
- Number of quotations required for identifying conflict homework assignment (CP 1 quotation and Honors 3 quotations)

Bongiorno 31

Lesson IV:

Student Teacher: David Bongiorno **Grade Level:** 12 **Date of Lesson:** April 22-23

Institution: Danbury High School

Content Standards:

**RL.11-12.3 RL.11-12.4 RI.11-12.2 W.11-12.5 W.11-12.7 W.11-12.8 SL.11-12.4
L.11-12.5 (a,b)**

Student Learning Objectives: SW examine author's choice of diction and prioritize the importance of words/phrases to construct a three levels of reading analysis chart/thematic statement.

Assessment: Identification of diction, completion of Three Levels of Reading Chart, student articulated analysis. Creation of thematic statements.

Materials/Resources: Three Levels of Reading Chart, Initiation sentences

Learning Activities:

1. Students will begin class by analyzing a sentence to identify the most significant word in the writing, create a variety of definitions for the word, an image, and identify thematic elements of the word. A paragraph from *Frankenstein* will be used as a warm up for Three Levels of Reading Chart assignment.

2. Students will be assigned a paragraph to analyze from Mary Shelley's *Frankenstein* (chapters 1-8).

3. Students will read the paragraph they have been assigned and work to identify a word that is significant to the scene depicted in the text.

4. For the innermost circle of Three Levels of Reading Chart students will concentrate on the concrete level of meaning.

- a. On Three Levels of Reading Chart, students will begin by writing the most significant word from the paragraph analyzed.
- b. Quote the entire sentence in which the word appears.
- c. Write multiple dictionary definitions of the word (denotation)
- d. Explain why the word is important to the meaning of the paragraph analyzed

Bongiorno 32

5. Students will next complete the middle circle, concentrating on the abstract meaning—reading between the lines.

- a. Students will refer to the text; draw four images from the assigned part of reading.
 - b. Students will write an explanation of the link between each image and the word written in the inner circle.
6. Students will write two thematic statements drawn from the significant word written in the inner most circle and images drawn in the middle circle.
 7. Students will share their analysis of the reading they were assigned and present evaluation to the class.

Initiation: Students will begin class by analyzing a paragraph from *Frankenstein* to identify the most significant word in the writing, create a variety of definitions for the word, an image, and identify thematic elements of the word. A paragraph from Robert Walton's letter will be used as a warm up for Three Levels of Reading Chart assignment.

Day 2: A definition for thematic statement will be written on the chalkboard (**thematic statement is a single sentence that describes a specific interpretation/overall meaning of a work or topic**). Students will sit with their group and perform a turn and talk to discuss thematic statements that could be developed for one of the topics from the agree/disagrees worksheet used when beginning to read *Frankenstein*. Each group will be asked to develop a thematic statement for one of the topics and share their creation with the class.

Teacher Actions: Provide students with Three Levels of Reading Chart, model three levels of reading assignment, assign paragraphs for each collaboration to analyze, assist students with analysis of assigned reading, provide feedback to student examples from the text, cold call students to share responses/analysis.

Students Actions: Read and identify the most significant word in the initiation sentences, construct definitions, images, different interpretations, and create two thematic statements, read assigned paragraphs, analyze and choose a quotation to work with, complete Three Levels of Reading Chart, share analysis with the class

Bongiorno 33

Closure: As class concludes, teacher will cold call students to share their Three Level of Reading Chart and explain their analysis of the reading they were assigned/present evaluation to the class. For day one students will share the word they have chosen,

definitions attached to the word, and their reason for choosing the specific word (how does this term capture the essence of the paragraph you have been assigned?)

Day 2: Students will write down and share responses that articulate the thematic statement that they think has been most prevalent in *Frankenstein* up to this point in the reading (chapter 8). Students will also be asked to articulate which theme they believe to be the most universal (what is the universal theme and how do you relate to Mary Shelley's message?)

Differentiated Instruction:

Teacher's choice of group

Choice of paragraph student will work with

Choice of students to share analysis

Bongiorno 34

Student Teacher: David Bongiorno **Grade Level:** 12 **Date of Lesson:** 4/26/13

Institution: Danbury High School

Content Standards:

**RL.11-12.3 RL.11-12.4 RI.11-12.2 W.11-12.5 W.11-12.7 W.11-12.8 SL.11-12.4
L.11-12.5 (a,b)**

Student Learning Objectives: SW develop conflict statements, and identify conflicts in *Frankenstein* that are universal and bound by culture with support of textual evidence.

Assessment: Student's ability to articulate conflicts that are universal/bound by culture, student's completion of graphic organizer used to develop conflict statements, identify conflicts in *Frankenstein*, and locate quotations for support.

Materials/Resources: Graphic organizer for identification of conflicts, example of how to complete graphic organizer.

Learning Activities:

1. Students will be given a graphic organizer to document conflicts that are universal and bound by culture in *Frankenstein* (Revenge, responsibility, guilt, beauty, parenting, knowledge, man is born good/evil, other).
2. Students will turn and talk to discuss what makes a conflict universal or bound by culture to develop examples and think of modern day examples for each of the topics presented on the graphic organizer (write examples on chalkboard/discuss).
3. Students will identify conflicts existing in *Frankenstein* up to chapter 11.
4. Students will complete graphic organizer to identify a conflict, a quotation to illustrate conflict, and is this conflict universal or bound by culture.
5. Students will add findings documented on the graphic organizer to teacher's computer (upload information into the W: Drive for future research essay).
6. As class concludes, students will be asked to write for two minutes. Students will identify the conflict from *Frankenstein* that they most relate to (universal conflict).
7. Students will share written responses about what universal conflict is most relatable to them, why/how they relate to this conflict, and is this a conflict that will always exist?

Bongiorno 35

Initiation: Students will turn and talk to discuss what makes a conflict universal or bound by culture to develop examples. Each group will write an example of a universal or bound by culture conflict on the chalkboard. After student examples have been written

on the board, class will discuss each example to identify why the conflict is universal or culturally bound.

Teacher Actions: Provide students with graphic organizer, lead discussion of conflicts that are universal/bound by culture, assign each group a specific chapter to identify conflicts, lead students toward quotations that illustrate conflict in *Frankenstein* (CP), call on students to add conflicts into the computer (project on classroom screen), upload student gathered conflicts into the W:Drive.

Students Actions: Identify possible conflicts that can be universal or bound by culture, write conflicts on chalkboard, articulate the differences between conflicts that are universal or bound by culture, analyze/identify conflicts in Mary Shelley's *Frankenstein*, construct conflict statements, complete graphic organizer to identify quotations that illustrate conflict in *Frankenstein*, add quotations to teacher's computer to be projected on screen and added to W: Drive, articulate conflict that they most relate to.

Closure: As class concludes, students will be asked to write for three minutes. Students will identify the conflict from *Frankenstein* that they most relate to (universal conflict). Elaborate on why you identify with the conflict chosen and explain what makes this conflict universal. Do you think this is a conflict that will always exist or will humans develop a way to overcome this type of conflict? After two minutes of writing, students will share their responses.

Differentiated Instruction:

Choice of group for collaboration of Unit 5

Choice of student when sharing written responses/quotations

Teacher will guide students toward quotations that illustrate conflict (CP classes)

Bongiorno 36

Lesson V:

Student Teacher: David Bongiorno **Grade Level:** 12 **Date of Lesson:** 5/1/2013

Institution: Danbury High School

Content Standards:

RL.11-12.3 RL.11-12.4 RI.11-12.2 W.11-12.5 W.11-12.7 W.11-12.8 SL.11-12.4 L.11-12.5 (a,b)

Student Learning Objectives: SW analyze a character from *Frankenstein* and become his/her voice to either defend or criticize Victor for his actions before and after creating life.

Assessment: Student written responses when speaking for a character from *Frankenstein* (use of textual evidence, ability to identify conflict because of association with Victor) Student's articulated arguments that either defend or criticize Victor.

Materials/Resources: Character names, *Frankenstein* novel, Chapter each character appears.

Learning Activities:

1. When students enter class character names will be written on the chalkboard (Robert Walton, Elizabeth Lavenza, Henry Clerval, Alphonse Frankenstein, The Monster, Justine, William Frankenstein, Victor Frankenstein). Students will be asked to generate lists that explain each character's connection to Victor and how conflict arose because of their association with Shelley's protagonist.
2. Students will be asked to perform a fist to five to evaluate where the class stands on the opinion regarding Victor's responsibility in events following the creation of "The Monster." Groups will be given characters that will help better their argument.
3. Each group of students will be given a character that they will use to support or denounce Victor's actions.

Bongiorno 37

4. Students will use the text to gather evidence that connects their assigned character to Victor Frankenstein. Students will develop four pieces of evidence so that each student has a responsibility in the argument.

5. After students have gathered support for their argument and begin writing to defend or negatively critique Victor.
6. Each group will share their written responses and articulate their connection to Victor, the conflict they faced through association with Victor, and whether or not they defend his actions or not.
7. Class will conclude with students sharing their opinion on what they believe would be the perfect ending to the novel *Frankenstein*. Teacher will give students two minutes to discuss a perfect ending with their group, and then teacher will cold call groups to share their opinions.

Initiation: When students enter class character names will be written on the chalkboard (Robert Walton, Elizabeth Lavenza, Henry Clerval, Alphonse Frankenstein, The Monster, Justine, William Frankenstein, Victor Frankenstein). Students will be asked to generate lists that explain each character's connection to Victor and how conflict arose because of their association with Shelley's protagonist.

Teacher Actions: Write character's names on the chalkboard; explain that students must identify character's connection to Victor and each character's part in conflict, ask students to write response on the board, divide students into groups based upon their opinion of Victor Frankenstein, explain requirements of assignment (textual evidence/defend or place fault on Victor with written response), assist each group with finding evidence to support their claim, facilitate student articulated written responses and rebuttals, cold call students to share their image of a perfect ending to *Frankenstein*.

Students Actions: Identify each character from *Frankenstein* and their connection to a conflict in the novel, share their opinion on Victor's motives/guilt, gather evidence to illustrate how the character they have been assigned is connected to conflict caused by Victor, create written responses to support or negatively critique Victor, share written

Bongiorno 38

responses with the class, rebuttal with more evidence when another group disagrees, collaborate to develop their perfect ending to Mary Shelley's novel, share their created ending with the class.

Closure: Class will conclude with students sharing their opinion on what they believe would be the perfect ending to the novel *Frankenstein*. Teacher will give students two minutes to discuss a perfect ending with their group, and then teacher will cold call groups to share their opinions.

Differentiated Instruction:

Choice of group for collaboration of Unit 5

Choice of character for each group

Choice of student for cold call response

Lesson VI: (all students led a similar lesson/research topic as the one below):

Bongiorno 39

Student Teacher: David Bongiorno Grade Level: 12 Date of Lesson: 5/2/2013

Institution: Danbury High School

Content Standards:

**RL.11-12.3 RL.11-12.4 RI.11-12.2 W.11-12.5 W.11-12.7 W.11-12.8 SL.11-12.4
L.11-12.5 (a,b)**

Student Learning Objectives:

Objective for student presenters:

SW research, create, and present a lesson on an assigned section of *Frankenstein* and an assigned research topic in order to evaluate/answer the unit question.

Objective for other students:

SW be able to summarize the plot of presented chapters of *Frankenstein* as well as identify various literary elements in the text such as conflicts, themes, and characterization. SW be able to explain how the presented research topic connects to the text.

Assessment: Student presentation of Research Topic Seven, student written responses to “Do Now” question, completion of activity for Research Topic, articulated responses to student-developed questions and identification of conflicts in *Frankenstein* (up to chapter 22).

Materials/Resources: PowerPoint presentation on the background on the creation of the story of *Frankenstein* and archetypes in the novel, enrichment assignment, backup classroom activity, summative assessment organizer.

Learning Activities:

1. Students will present Research Topic Seven: *Background on the Creation of the Story of Frankenstein, archetypes in the novel* and chapters 20-22 of *Frankenstein*.
2. Students will lead class in a “Do Now” question they have developed for their presentation. “Do Now” activity will be used to evoke thought about chapters 20-22 of *Frankenstein*.

Bongiorno 40

3. Students will present a PowerPoint that explains Topic Seven: *Background on the Creation of the Story of Frankenstein, archetypes in the novel*. PowerPoint presentation will also provide a brief plot summary for chapters 20-22.

4. Students presenting research topic will lead class in an activity based on the reading of chapter 20-22 of *Frankenstein*.
5. Students will lead class in discussion based on questions developed for research topic seven/reading of Chapters 20-22 of *Frankenstein*.
6. Students will enter identified conflicts from chapters 20-22 of *Frankenstein* into graphic organizer.
7. Teacher will distribute research organizer and explain homework: construct a thesis statement, choose conflicts you will write about, character you wish to focus on, and develop search terms you will use for finding research articles in database.

If student presentation is not prepared:

1. Students will complete a teacher prepared “Do Now” question.
2. Teacher will present a PowerPoint Presentation: *The Creation of Frankenstein and Archetypes*.
3. Students will take turns reading PowerPoint and take notes during the presentation.
4. Class will discuss events that took place in chapters 20-22 of *Frankenstein*.
5. Class will begin teacher back activity for Research Topic Six.
6. Class will discuss the turning point in the monster’s story, when he rejects the good side of his character and begins a life of evil (end of Chapter 15). When he is rejected by the De Laceys, the monster runs screaming in despair into the woods. Imagine if Chapter 15 were different: Old man De Lacey listens sympathetically to the monster’s story. Remember that he is blind and cannot see the monster. The monster returns to his hiding place before Felix and the others come back. The old man relates the monster’s tale. There might be two or three more meetings between the monster and the old man, preparing them to expect and accept his horrific appearance, seeing the kind heart underneath.

Bongiorno 41

Initiation: Students will lead class in a “Do Now” question they have developed for their presentation. “Do Now” activity will be used to evoke thought about chapters 20-22 of

Frankenstein. After students have taken time to construct written responses, class will share their written responses/analysis.

Teacher Actions: Prepare a back up “Do Now” question and PowerPoint presentation for *The Creation of Frankenstein and Archetypes*, give students feedback on presentation of Research Topic seven, assist/add information for Research Topic seven, provide students with a graphic organizer, assist in discussion of conflicts that are universal/bound in chapters 20-22, add examples of conflicts (if needed), have an enrichment activity prepared (explain how The Monster’s conflict with beauty can be solved through the acceptance of DeLacey or write your perfect ending to *Frankenstein*), prepare research assignment organizer, explain homework: construct a thesis statement, choose conflicts you will write about, character you wish to focus on, and develop search terms you will use for finding research articles in database.

Students Actions: Present Research Topic seven (group 7), provide class with “DO Now” question, PowerPoint Presentation, activity, and guided questions based on chapters 20-22 of *Frankenstein*, respond to “Do Now” question, participate in peer developed activity, take notes on PowerPoint presentation, identify possible conflicts that can be universal or bound by culture, articulate conflicts that are universal or bound by culture, add conflicts into graphic organizer, reiterate requirements for homework.

Closure: Class will conclude with student created questions for Research Topic Seven. As students respond to questions, class will continue to identify conflicts from chapters 20-22 of *Frankenstein* and add conflicts to their graphic organizer. After group seven has concluded their presentation, teacher will distribute a summative assessment organizer that they will complete for homework to use during tomorrow’s library research.

Bongiorno 42

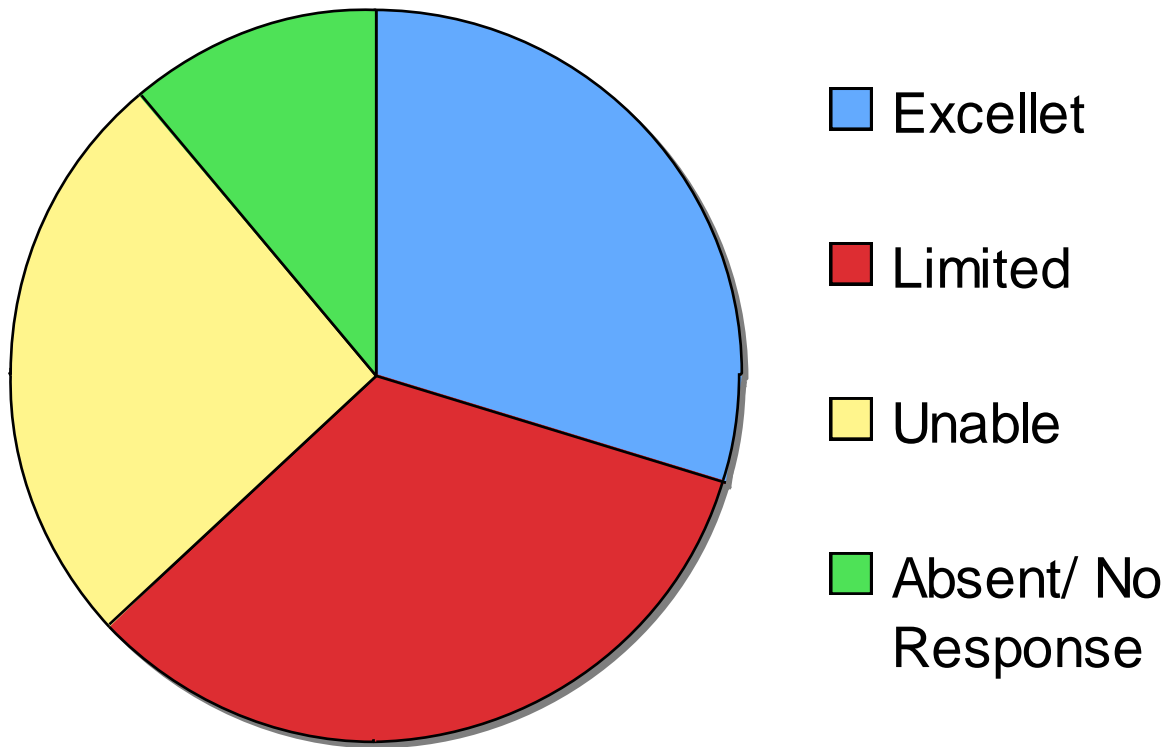
Differentiated Instruction:

- **Choice of group for research topic presentation based on student's ability/strengths after Unit 4 Major Assessment**
- **Amount of teacher assistance for research topic (feedback, assistance with questions, help with developing an activity)**
- **Choice of student to identify conflicts/elaborate upon student created question for Research topic**
- **Enrichment assignment for students who complete the research activity and need another assignment to identify/predict how conflict could be resolved in *Frankenstein*: explain how conflict could have been resolved (The Monster's conflict with beauty) if he was accepted by DeLacey and his family.**

V Analysis of Student Learning:

Whole Class: The pie chart below illustrates the students' ability to make universal connections to timeless conflicts presented as probing statements during my first summative assessment. Summative Assessment I asked students to complete an agree/disagree pre-reading assignment on topics that would unfold as students engaged with *Frankenstein*. The Unit 5 Essential Question: How do nineteenth-century author's develop conflicts in characters that are both universal and bound by culture would be answered in Summative Assessment II; however, the first assessment sought to evaluate where students stand on specific topics and if they could express how these conflicts are universal. While most students were able to articulate how universality is created by authors, thus developing a timeless text, some learners could not express how a novel maintains its connection to readers. The pie chart below illustrates the number of students with an excellent ability to connect, limited ability, and no ability to see how an author develops universal conflicts in characters.

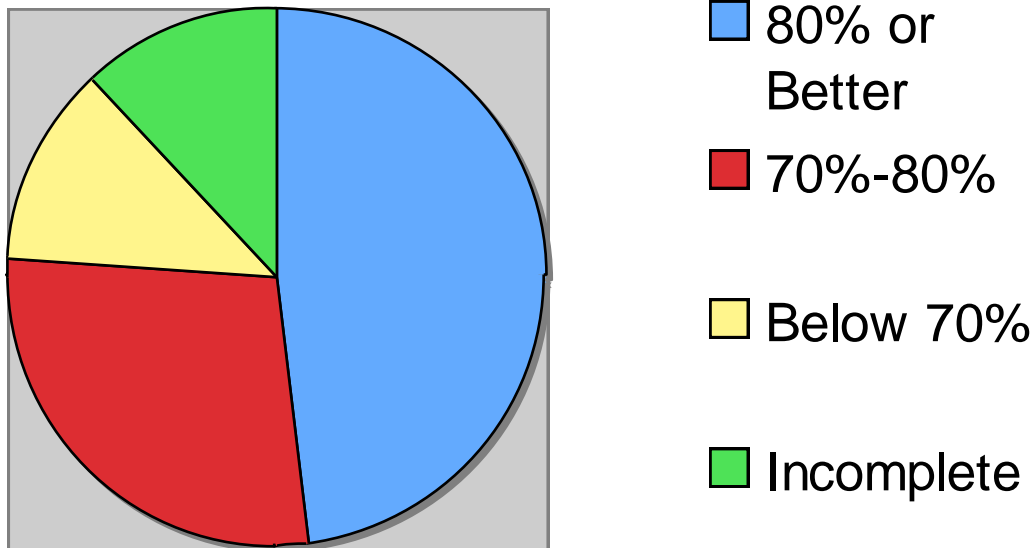
Pre-Summative Assessment



The Pie charts presents my assessment of students who quickly grasped the concept of conflicts in characters that are universal. Through a simple agree/disagree worksheet with probing statements, (i.e., companionship is as important to one's well being as food and shelter?), students would be able to articulate their evaluation of the question and follow up with how this topic is universal. Although many students were able to clearly articulate this information, some could not see how many topics/conflicts remained the same throughout history (i.e. science will eventually cure all human sicknesses?). My goal with this first assessment was to see the student's ability to

articulate how many human conflicts do not change. Those students who may not be as out spoken as others were asked questions by the teacher so that assessment could be made. Although the majority of learners did contribute to the classroom discussion/assessment, some were either absent or did not have a response.

Post Assessment Percentages



Whole Class Post Assessment:

The post summative assessment had students concentrating on one specific character and expressing their opinion on how Mary Shelley presents conflict within the chosen character that is universal. Students thrived on the identification of conflict because each classroom session/research topic reiterated all possible conflicts connected to characters. While three students did not complete the assignment, I am confident that they would be capable of explaining how authors of nineteenth-century novels create characters with conflicts that are universal. The majority of students receiving a grade

above an 80% allowed me to feel successful in delivering an understanding of the unit 5 essential question. Students receiving grades below 70% did so because of the lack of textual evidence or ability to exhibit conventions of English. With students lacking in conventions, I would fix my lesson by including a grammar lesson before creating written responses. With such a focus on a massive text with a limited amount of time, I found difficulty in straying from the topic of conflict to touch upon another area of need. Students have much to focus on when writing, but answering the unit question was my first priority.

Individual Analysis of Student Learning:

When choosing two students to be the focus of my teacher work sample, I wanted one student who scored high on the ability to make universal connections to probing statements that illustrate typical human conflict, and a student who does not typically speak out in class or provide detailed responses when writing or talking. It was important for me to present the work of an outspoken learner and a shy student to exhibit how student may have different learning styles. While the first student exhibits amazing work both spoken and written, the less outgoing student was just as successful in his work. The first student's conventions of English present a more organized response, yet student number two made an amazing connection to the text and modern conflict. After reading both responses for the second summative assessment, I was pleasantly surprised/thrilled with the shy student's ability to identify and explain universal conflicts in characters of the nineteenth century.

The assessments that follow are examples of student work that I chose to present based upon initial articulated responses to conflict.

Pre Summative Assessment Student 1:

FRANKENSTEIN: Initiation

1. As a group, web or bullet what you know about Frankenstein on the back of this paper.

2. Before reading Frankenstein, rate your reaction to the following statement. Then, discuss your answers in groups. Save this sheet to refer to after we finish the novel.

Agree strongly

disagree strongly

1. 5 As technology advances, most of our problems will be solved.
2. 5 _ A scientist's job is to discover; s/he is not responsible for how those discoveries are put to use.
3. 3 Scientists should be given more freedom.
4. 3 Scientists have made the world a better place.
5. 6 With the advent of genetic engineering, parents now have less important roles in the birth process.
6. 5 Medical researchers will eventually find cures for the major ailments.
7. 3 Aging and death are a part of the natural cycle. We will never find a way to avoid them.
8. 2 All children are born "good."
9. 3 Parents should be accountable for their children's misbehavior.
10. 1 Being a parent is a big responsibility.
11. 2 Everyone has a right to become a parent.
12. 3 It is a parent's job, more than society's, to nurture his or her child.
13. 6 All parents love their children unconditionally, no matter how they look or act.
14. 2 People with physical deformities are often mistreated because others fear them.
15. 1 Companionship is a basic need that is as important as food or shelter.
16. 3 Revenge is sweet.
17. 3 I like a scary story.
18. 1- Pursuit of knowledge should be for the purpose of improving the world. j.3.
6 Everyone has a good side AND a bad side.
20. 4 If you're accused but innocent, justice will prevail

Pre Summative Assessment Student 2:

FRANKENSTEIN: Initiation

1. As a group, web or bullet what you know about Frankenstein on the back of this paper.

2. Before reading Frankenstein, rate your reaction to the following statement. Then, discuss your answers in small groups. Save this sheet to refer to after we finish the novel.

Agree strongly 1...2...3...4...5...6 disagree strongly

3. 1 As technology advances, most of our problems will be solved.
4. 3 A scientist's job is to discover; s/he is not responsible for how those discoveries are put to use.
5. 3 Scientists should be given more freedom.
6. 1 Scientists have made the world a better place.
5. 3 With the advent of genetic engineering, parents now have less important roles in the birthing process.
9. 2 Medical researchers will eventually find cures for the major ailments.
- 2 Aging and death are a part of the natural cycle. We will never find a way to avoid them.
10. 1 All children are born "good."
9. 5 Parent's should be accountable for their children's misbehavior.
13. 2 Being a parent is a big responsibility.
14. 5 Everyone has a right to become a parent.
15. 3 It is a parent's job, more than society's, to nurture his or her child.
16. 3 All parents love their children unconditionally, no matter how they look or act.
18. 2. People with physical deformities are often mistreated because others fear them.
19. 5 Companionship is a basic need that is as important as food or shelter.
20. 3 Revenge is sweet.
21. 1 I like a scary story.
22. 2 Pursuit of knowledge should be for the purpose of improving the world.?

- 23. 3 Everyone has a good side AND a bad side.
- 24. 5 If you're accused but innocent, justice will prevail.
- 25. 6 I like learning for learning's sake.

Formative Assessment Student 1:

Major Assessment 2

In the novel Frankenstein, the author Mary Shelley discusses the problematic creation of a reanimated monster and creator Victor Frankenstein's struggles with the monster. Throughout the novel, although ultimately very entertaining, there are constant references to how the creation of the monster, or scientific innovation, is really damaging to the society. For this reason, I believe that Mary Shelley's purpose in writing the novel Frankenstein was to prove to society that scientific innovation is dangerous and to make the point that we should stick to romantic ideals, such as valuing nature.

The first example of this purpose within the novel is Victor Frankenstein's immediate reaction to the creation of the monster. He had closed himself off from the rest of society when he was creating the monster, and became really ill. Then, once the monster was "alive", he did the most cowardly thing by running away from it after seeing it. Shelley incorporated this negative reaction by Frankenstein to prove to readers that with scientific discovery comes responsibility, and there are many people who are unable to handle this responsibility, therefore we are unable to handle scientific discovery. Victor Frankenstein should not have created the monster if he was unable to handle everything that comes with it.

Another example of this negative outlook on science and technological discovery is when

him and abandons him, the monster is hurt and clueless. Frankenstein, in a sense, has created a child and left him to fend for himself the minute he was born. The monster is not only significantly hurt by this experience, but it influences him to do horrible things, such as murder Victor Frankenstein's loved ones. He is misunderstood because he only did these things because he was abandoned, but none the less he did them, which shows a negative reaction to scientific innovation. By causing the experiment to go wrong, Shelley proves to the reader that scientific innovation can cause horrible things, even murder, to happen. Both of these examples emphasize her purpose which is to demonstrate the negative effects of scientific discovery.

Formative Assessment Student 2:

Major Assessment 2

I believe Mary Shelley had tried to create entertainment within her novel as well as also pointing out major flaws in society. She uses suspense and horror to make the reader enjoy the novel but once they invest time into the book, they begin to realize that the book is similar to *f* *L^ &> &V foort€6i'»' *^ I* how some people in society perceive mentally handicapped people. Other issues in society can be noticed but not as focused on such as scientists having too much power. Shelley uses these flaws to get the reader to understand the real meaning but to also get hooked into the storyline.

The horror in the novel can be related to how people are afraid of humans that do not resemble themselves. The characters' reactions to Frankenstein's creation are similar to real scenarios that happen daily when people encounter mentally handicapped citizens. It is a sad truth that Shelley wanted to people realize perhaps so people would treat mentally handicapped

people more fairly instead of being frightened of them. The creation is viewed as ugly and monstrous which causes it to dislike people which is showing that citizens are the reason why some mentally handicapped citizens feel different or as if they do not belong in society. At one point in the novel *Frankenstein* describes the creation as being "almost too horrible for human eyes." (Shelley, 95). This is one of the many examples relating to how people act in regular.

2

Although Shelley spent time on creating subliminal messages for the reader, she also tried to make the novel more entertaining for those who couldn't spot the messages or to pull the reader into the story. She created an unthinkable story that wouldn't be expected to happen in real society, creating a suspenseful and mysterious story. Without this theme, the story might've been more dull and lacking the scary factor. The idea of creating a body out of multiple bodies is was beyond imagination at the time the novel was written, easily pulling in readers. Shelley perfectly combined both real life scenarios and descriptive literature to make a gripping novel.

Post-Summative Assessment Student 1:

Major Assessment 3

In the novel *Frankenstein* by Mary Shelley, one of the main characters, the creation, struggles with the universal conflict of beauty. The creation is not appealing to the human race, and although all he values is companionship, others are afraid of him because of the way he looks. This demonstrates the concept that many people will form opinions about someone purely based off the

Bongiorno 51

way they look even though these opinions may be false. When the creation looks in the mirror and sees his reflection, he feels "agony" about the way he looks, and even calls himself a "monster" (Shelley 119). He feels as though he is someone "from which all women fled and whom all men bestowed" because he is so hideous (119). Since all he desires is companionship, the creation is truly devastated by the way he looks, and is furious with Victor Frankenstein.

This theme of beauty is commonly experienced by many Americans. Although it may seem shallow, the truth is that the first impression received of someone is the way they look. This then influences the opinion made about them. For this reason, if somebody is considered unattractive, the sad truth is that they probably won't get the job they interviewed for, or other things. This is clearly displayed in presidential elections. Although some may deny it, subconsciously many people will vote for the more attractive candidate. This conflict of beauty is one that has remained concrete throughout time. It cannot be ignored that beauty helps get one further in life. This has been going on for as long as humans have resided the Earth. For example,

2

during the Renaissance, women used to bleach their skin to be paler so that they would be considered more beautiful, and therefore would have more opportunities. The conflict of beauty is a universally experienced problem, both within this time period, as well as in the past.

Post-Summative Assessment Student 2:

Major Assessment 3

In Mary Shelley's *Frankenstein*, Elizabeth blames herself for the death of young William after noticing that the locket she had given him was missing. She fears that the locket urged and tempted to murderer to commit that heinous crime. Then she enters a state of deep depression and guilt. She expresses her guilt by saying, "Oh God! I have murdered my darling child!" (Shelley 65). She weeps continuously and accuses herself unjustly for William's death (66). Elizabeth's guilt is somewhat relieved when she discovers that Justine is a suspect for William's death. Although the shocking news upset Elizabeth, she finds a way to trade off her guilt. She says, "How shall I ever again believe in human goodness?" (80). However, her guilt is not entirely gone, she just found another situation to focus on.

It is true that death is an inevitable event in our world. It can happen to anyone at any time. There are many forms of death such as murder, illnesses, age, and accidents. Death can also inflict guilt on the ones who trigger death as well as those who suffer from losing a close one. It infects the human conscience until the sufferer finds someone else to blame. In today's society, people tend to examine the death of their beloved and then find excuses to blame themselves for their loss. Often times one asks, "Why did it have to happen?" or "What if I had done this? Maybe he or she wouldn't have died". In other

Bongiorno 53

words, we feel guilt regardless of whether it really was our fault for the tragedy. We try to find a way to blame someone in order to feel better. Sometimes we can blame ourselves

for that matter, it just another way to cope with death.

I think that this is a conflict that will be hard to change because human emotions are unpredictable. They occur the spur of the moment. No one knows how death will occur or how to really prepare for it. It has been around as long as humans have walked on earth.

VI. Instructional Decision Making:

When teaching the concepts required for my students to answer the Unit 5 essential question: How do nineteenth-century authors of novels create conflicts in characters that are universal, I found problems with the understanding of the question. Students found difficulty in the way the question was worded. To overcome this obstacle, students would participate in an assignment that allowed them to make connections between conflicts in *Frankenstein* and modern day conflict. Students were given a worksheet with words that represent conflict in the novel: revenge, beauty, responsibility, knowledge, etc... After reviewing how these specific conflicts appear in the text, learners were required to develop modern connections. Using Justin Bieber or Manti Teo as a reference to celebrities who have a responsibility when being a public figure allowed students to analyze Victor Frankenstein's responsibility to protect the public. My English 4 class thought of connections in 2013 to conflicts depicted by Mary Shelley. I had to stop moving forward with universality so that students who were struggling could develop connections that directly relate to today and 2013.

Bongiorno 54

Students who already grasped the concept of universality in nineteenth-century novels were responsible for assisting me with the initial development of modern

examples. After students had gained to current connection to the text, they were responsible for developing conflict statements/thematic statements for each term. I challenged my advanced learners by adding this minor task. While some may think developing a conflict/thematic statement is easily achieved, there was great thought put into these universal messages. I was able to easily modify the task through my choice of conflict assigned to each student. Advanced students were also required to think of/create more than one statement for each conflict word: beauty, revenge, knowledge, responsibility, etc... Helping students catch up is an easy task when one can use a creative worksheet to make modern connections; however, pushing the advanced students forward can be a struggle. Adding the thematic statement aspect and placing advanced learners in charge of explanations assisted me with this minor obstacle.

VI Reflection and Self Evaluation:

Throughout my student teaching and creating my teacher work sample I had mixed feelings on my ability to successfully educate students. I noticed, through observations by both my university supervisor and cooperating teacher, that I have an ability to earn students trust and respect. Gaining the respect of students will assist in my ability to reach young minds; however, one must be prepared for all situations. I often found that when I become nervous in the classroom, my articulated information can become confusing. During Unit 5 I had moments where I felt as if my interested students

Bongiorno 55

got confused because my inability to provide clear instructions. Sometimes keeping explanations simple, with minimal amount of examples, will increase student success. As

I move forward and continue to teach, I must consciously work on how I will phrase assignments for my students. If I can simplify my instructions to create clarity, I will gain better results in student comprehension.

The learning goal that my students were most successful in was their understanding of universality. When my class first began speaking about universality, they were frequently questioning what was meant by “universal conflict.” After this small obstacle, cause by my presentation of the term was mended; students quickly caught on and were able to connect Mary Shelley’s text with modern society. As we continued to provide examples of universal conflicts, I was always surprised by information my learners was adding to the classroom. The fact that I acknowledge the students ability to share an idea I had not think of allowed more students to take chances. I quickly learned that strong praise and stumping the teacher created an increase in shared responses. By the end of the unit, students had numerous examples of universal conflicts in *Frankenstein*, which they would soon be writing about.

The learning goal my students were least successful in was including an analysis of an author’s choice of literary devices. Using domain specific vocabulary is always an aspect of writing that they are supposed to focus on. While I am positive my students are aware of numerous literary devices, I find that they tend to leave this analysis out of their major assessments. In my future classrooms I plan on providing students with this requirement on a checklist. If students are given the information that they need to present

Bongiorno 56

on a checklist, there should be more learners who include this aspect in their writing. Although I always provide my classes with a list of requirements, I have neglected to

include details about domain specific vocabulary. As I new teacher I am always thrilled/proud to read the hard work of my students, but I must remember that they should constantly be pushed forward to high levels of writing.

As I continue forward as an educator I must remember to maintain my own education. I believe that as the classroom evolves, the teacher too must continue to grow. The fact that I was not more familiar with technology that is free to educators (Prezi) limited my abilities. Keeping up with new technology, educational strategies, and other classroom trends will only help me better reach my learners. While I realize that frustration may come when not understanding new resources available to teachers, this is an obstacle I will have to get over to increase engagement of learners. My university supervisor advised me to include Prezi into my lessons, and when I finally did, I noticed that the acquisition of new technology is only as difficult as I make it. I am a teacher; however, I too can learn from others who already understand new advancements (the students). Simply asking for help when needed will help me become a better educator who is willing to constantly learn. Most people enjoy helping others, using these informed individuals will assist me in staying up to date with classroom technology.

Finally, to better my classroom presentation of information and lack of knowledge when it comes to technology, I will work hard to utilize free resources available to teachers. Learning technology is free when the teacher is willing to attend workshops, listen to students, or learn from other members of the staff. Bettering my classroom

Bongiorno 57

explanations comes with practice. The more I prepare and review my lesson plans, the greater my chances are at confidently sharing with my students. Both of these goals will

take time to achieve, but both goals will also make my classroom environment thrive. If I can be humble enough to remember that I will never be a perfect educator, my growth will constantly move forward. Student teaching has been a grueling process; however, I am so much more prepared because of all of the hard work. I can only create students who strive toward success and give me their all, if I too exhibit the willingness to challenge myself and act as an example.

