

*Frankenstein* by Mary Shelley (book: 1831; mini-series: 2004)

Approved for use in English I and English I Honors

**Summary:**

“The story of Victor Frankenstein, a scientist who oversteps the bounds of conscience, and the monster he created, a creature both ghastly in its malice and transfixing in its suffering, was a best seller in its day and remains one of the most spellbinding novels of all time.”

–Washington Square Press

**Connection to the Curriculum:**

Although *Frankenstein* is a novel of the Romantic Period, it is timely for readers today as issues of cloning and stem cell research face our society. The story begins in an epistolary form and then changes into a narrative, first with Victor Frankenstein as the narrator and then the creature as the narrator. At the end of the novel, the writing again becomes an epistolary form. Because of the change in style, the text is a great tool for teaching theme, diction, structure, syntax, and persuasion.

**Common Core State Standards Addressed:**

Reading:

CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing:

CCSS.ELA-Literacy.W.9-10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Speaking & Listening:

CCSS.ELA-Literacy.SL.9-10.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.) By the nature of its topic, this text deals with a man trying to create a monster, in effect, playing God with another’s life.

This TV mini-series is not rated, but was considered appropriate for cable television. It has some brief sexual suggestion, some violence, and moderate horror. The Parents’ Guide on IMDB has a more detailed list of the content of this film:

[http://www.imdb.com/title/tt0368730/parentalguide?ref\\_=tt\\_stry\\_pg](http://www.imdb.com/title/tt0368730/parentalguide?ref_=tt_stry_pg)

**Assessment:** Students will be assessed objectively on their knowledge and application of literary terms and plot structure. Students are also assessed on their ability to interpret and analyze a theme of the novel, as demonstrated in a theme analysis essay.

If you have any questions or concerns, please email Mr. Sinclair at [sinclair@mattoon.k12.il.us](mailto:sinclair@mattoon.k12.il.us) or Mrs. Darimont at [lynndarimo@mattoon.k12.il.us](mailto:lynndarimo@mattoon.k12.il.us) or call 238-7857 from 7:40am-8:05am or from 2:45pm-3:40pm.

**Romeo and Juliet** by William Shakespeare (book: 1623; films: 1968, 2013)

Approved for use in English I and English I Honors

**Summary:** Romeo and Juliet, the only children of the long-feuding Montagues and Capulets meet at a feast in the Capulet home and fall in love. Throughout the story, they have to figure out a way to try and be together, overcoming the obstacles of feuding families, banishment, and Juliet's engagement to another man. Ultimately, their deaths end their families' feud.

**Connection to the Curriculum:** Romeo and Juliet gives students and teachers the opportunity to examine drama and the dramatic structure of literature. Students will learn about the structure of a tragedy and the development of the tragic hero. The play also is rich in poetic elements and descriptive language. Examples of these elements are paradox, simile and metaphor, personification, irony, and blank verse. In addition, the play allows students to examine societal issues that provide ample material for higher-level thinking and discussion of the Renaissance era as it compares to modern day society. Because the play is full of figurative language and is rich in history, writing and research opportunities are also significant.

**Common Core State Standards Addressed:**

Reading:

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CCSS.ELA-Literacy.RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing:

CCSS.ELA-Literacy.W.9-10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Language:

CCSS.ELA-Literacy.L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.) Shakespeare's classic tale of young love includes limited violence (sword scenes resulting in death) and a double suicide. The tragic ending prompts discussion of the poor decisions that were made in haste.

The 1969 film is rated PG for brief nudity, sexual suggestion, and violence. The Parents' Guide on IMDB has a more detailed list of the content of this film:

[http://www.imdb.com/title/tt0063518/parentalguide?ref\\_=tt\\_stry\\_pg](http://www.imdb.com/title/tt0063518/parentalguide?ref_=tt_stry_pg).

The 2013 film is rated PG-13 for sexual suggestion and violence.

The Parents' Guide on IMDB has a more detailed list of the contents of this film:

[http://www.imdb.com/title/tt1645131/parentalguide?ref\\_=tt\\_stry\\_pg](http://www.imdb.com/title/tt1645131/parentalguide?ref_=tt_stry_pg)

**Assessment:** Students will be assessed on their ability to complete an objective test over literary terms associated with the play. They will also be asked to perform a theme analysis, an essay asking them to support their interpretation of the author's main point or purpose with textual evidence.

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Darimont at [lynndarimo@mattoon.k12.il.us](mailto:lynndarimo@mattoon.k12.il.us), or call 238-7800 from 7:40am-8:05am or from 2:45pm-3:40pm.

**Skellig** by David Almond 1998 A Michael L. Printz Award winner for Excellence in Young Adult Literature

Approved for use in English I

**Summary:** Ten-year-old Michael was looking forward to moving into a new house. It was all going to be wonderful. But now his baby sister's ill, his parents are frantic, and Dr. Death has come to call. Michael feels helpless. Then one day he steps into the crumbling garage. What is this thing beneath the spider webs and dead flies? A human being, or a strange kind of beast

**Connection to the Curriculum:** This book engages 9th graders in a high-interest coming of age story. It allows opportunities for writing about the text, including comparison, contrast, and prediction. It also relates to the Mattoon High School WAVE Way, our values of compassion, respect, honesty, and courage.

**Common Core State Standards Addressed:**

Reading:

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CCSS.ELA-Literacy.RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing:

CCSS.ELA-Literacy.W.9-10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Speaking & Listening:

CCSS.ELA-Literacy.SL.9-10.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.) This novel deals with the main character struggling to understand the world around him when everything seems to be crashing down. The main character, Skellig is of uncertain origin. Is he a human, an angel, or a bird?

**Assessment:** Students will be assessed on their ability to determine the origin of Skellig by the use of textual evidence and supporting details. They will also identify textual elements such as characterization and plot elements.

If you have any questions or concerns, please email Mrs. Willaredt at [mwillar@mattoon.k12.il.us](mailto:mwillar@mattoon.k12.il.us) or Ms. Hudson at [tjh@mattoon.k12.il.us](mailto:tjh@mattoon.k12.il.us), or call 238-7800 from 7:40am-8:05am or from 2:45pm-3:40pm.

***The Strange Case of Dr. Jekyll and Mr. Hyde*** by Robert Louis Stevenson (book: 1886)

Approved for use in English I and English I Honors

**Summary:** The book begins with a London lawyer named Gabriel John Utterson who investigates strange occurrences between his old friend, Dr. Henry Jekyll, and the evil Edward Hyde.

The work is commonly associated with the rare mental condition often called "split personality," referred to in psychiatry as dissociative identity disorder, where within the same body there exists more than one distinct personality. In this case, there are two personalities within Dr. Jekyll, one apparently good and the other evil. The novella's impact is such that it has become a part of the language, with the very phrase "Jekyll and Hyde" coming to mean a person who is vastly different in moral character from one situation to the next.

**Connection to the Curriculum:** This book engages 9th graders in a more challenging text, one that is considered a literary classic, but also connects deeply with the elements of science fiction that we discuss in the first semester of the curriculum. It encourages them to look introspectively and examine the benevolence and malevolence within themselves and others and determine factors that can bring out these characteristics and actions. The book offers an interesting plot, vivid characters, elegant writing, and a provocative treatment of themes that continue to be relevant today.

**Common Core State Standards Addressed:**

Reading:

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CCSS.ELA-Literacy.RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing:

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Speaking & Listening:

CCSS.ELA-Literacy.SL.9-10.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.) Stevenson's tale includes slight references that may be objectionable; these include prostitution, drug use, and personality disorders or mental illnesses.

The film is rated PG-13 for brief nudity and sexual behavior; some violence; profanity ("damn" and "hell" in the context of the characters' religious beliefs). The Parents' Guide on IMDB has a more detailed list of the content of this film:

[http://www.imdb.com/title/tt0115988/parentalguide?ref\\_=tt\\_stry\\_pg](http://www.imdb.com/title/tt0115988/parentalguide?ref_=tt_stry_pg)

**Assessment:** Students will be assessed on their ability to complete an objective test over literary terms associated with the play. They will also be asked to perform a theme analysis, an essay asking them to support their interpretation of the author's main point or purpose with textual evidence.

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***Their Eyes Were Watching God*** by Zora Neal Hurston(book: 1937; film: 2005)

Approved for use in English I and English I Honors

**Summary:** A classic piece of literature, the novel tells with haunting sympathy and piercing immediacy the story of Janie Crawford’s evolving self-development through three marriages. Fair-skinned, long-haired, dreamy as a child, Jane grows up expecting better treatment than she gets until she meets Tea Cake, a younger man who engages her heart and spirit in equal measure and gives her the chance to enjoy life without being one man’s mule or another man’s adornment. It is a tribute to the author’s wisdom that though her story does not end happily, it does draw to a satisfying conclusion.

--Harper’s Perennial

**Connection to the Curriculum:** *Through Their Eyes Were Watching God*, students will reflect on the uniqueness and integrity of the American experience as it represents various cultural and ethnic traditions while examining a strong feminine voice. The novel is complex, weaving together stories to create a multi-layered narrative. Also important is the experience with a variety of narrative styles so students can appreciate Hurston’s masterful use of dialects. This book prepares students for college-level reading.

**Common Core State Standards Addressed:**

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Writing:

CCSS.ELA-Literacy.W.9-10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Speaking & Listening:

CCSS.ELA-Literacy.SL.9-10.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**A Note on the Text:** (The best way to evaluate and understand a novel is to personally read the book in its entirety.) Hurston employs a Southern black dialect that includes the use of the “n” word. The use of the dialect develops the powerful characters and setting of this novel. Hurston tackles the topics of emotional and physical abuse and arranged marriages in this historically and culturally rich text.

The film rated TV-14 and is considered appropriate for cable television. It contains some sexual situations, brief violence, and some vulgar language. The Parents’ Guide on IMDB has a more detailed list of the content of this film:

[http://www.imdb.com/title/tt0406265/parentalguide?ref\\_=tt\\_stry\\_pg](http://www.imdb.com/title/tt0406265/parentalguide?ref_=tt_stry_pg)

**Assessment:** Students will be assessed on their ability to perform a given role (a mini-project) within their literature circles group to add to the overall discussion and understanding of the book.

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***To Kill a Mockingbird*** by Harper Lee (book: 1960; film: 1962)

Approved for use in English I and English I Honors

**Summary:** Over the course of three summers during the 1930's, the main character, Scout, her brother, Jem, and summer neighbor, Dill, experience the trials and tribulations of growing up in a racially-prejudiced community in Alabama. Weaving together stories about neighbors (the reclusive Boo Radley; the opinionated Mrs. Dubose; the nicest person they know, Maudie Adkins), a controversial trial of an African American (Tom Robinson) accused by a white man, and the familial every day happenings of the Finch Family, Miss Lee delivers an unforgettable story. The children's father, Atticus Finch, is the moral lightning rod who teaches the children and the reader that "you never really know someone until you walk around in their shoes....consider things from their point of view."

**Connection to the Curriculum:** This book engages 9th graders in a more challenging text so they can employ their reading strategies. Several of the topics are timely and, as a coming of age story, will impact 9th graders' lives before they move on to high school and more difficult choices. It allows opportunities for writing about text, including comparison and contrast. In addition, it connects with the middle school's study of diversity. It also relates to the Mattoon High School WAVE Way, our values of compassion, respect, honesty, and courage.

**Common Core State Standards Addressed:**

Reading:

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Writing:

CCSS.ELA-Literacy.W.9-10: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Speaking & Listening:

CCSS.ELA-Literacy.SL.9-10.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**A Note on the Text:** This classic text includes some mild profanities as the precocious Scout tries to attract the attention of others. In addition, the "n" word is used to present the racial prejudice of the story; the author reveals to the reader that this is not an appropriate term. The topics of racism and segregation are addressed. As the court case revolves around an alleged rape, there is testimony associated with this topic.

The film is not rated, but is considered appropriate for cable television. It contains references to sexual assault, brief violence, and some vulgar language. The Parents' Guide on IMDB has a more detailed list of the content of this film:

[http://www.imdb.com/title/tt0056592/parentalguide?ref\\_=tt\\_stry\\_pg](http://www.imdb.com/title/tt0056592/parentalguide?ref_=tt_stry_pg)

**Assessment:** Students will be assessed on their ability to perform a given role (a mini-project) within their literature circles group to add to the overall discussion and understanding of the book.

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