

Regional Office of Education 47

Unit/Module Overview

Title	Isolation															
<p>Competencies/ Concepts</p> <p>KPIs</p> <p><i>What skills will be taught and assessed?</i></p>	<p>1.1- Apply and adjust active reading strategies 1.3- Expand vocabulary 1.4- Identify audience purpose and context for writing 1.5- Choose writing processes based on audience purpose and task 2.1- Analysis and interpretation 2.4- Use of evidence 3.1- Engaged readers 3.2- Contributing writers</p> <p>1. Analyzing and interpreting a text 2. Expanding vocabulary 3. Evaluating sources 4. Persuasive writing</p>															
<p>Habits of Success Addressed</p>	<p>Check All That Apply:</p> <table border="1" data-bbox="394 954 1948 1174"> <tr> <td data-bbox="394 954 516 1027">x</td> <td data-bbox="516 954 1171 1027">Growth Mindset</td> <td data-bbox="1171 954 1272 1027">x</td> <td data-bbox="1272 954 1948 1027">Collaboration with Others</td> </tr> <tr> <td data-bbox="394 1027 516 1101">x</td> <td data-bbox="516 1027 1171 1101">Agency</td> <td data-bbox="1171 1027 1272 1101">x</td> <td data-bbox="1272 1027 1948 1101">Self Reflection</td> </tr> <tr> <td data-bbox="394 1101 516 1174">x</td> <td colspan="3" data-bbox="516 1101 1948 1174">Work and Time Management</td> </tr> </table>				x	Growth Mindset	x	Collaboration with Others	x	Agency	x	Self Reflection	x	Work and Time Management		
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<p>Length of Unit</p>	<p>14 class periods, 80 minutes each 5-6 weeks???</p>															
<p>Texts <i>Link in the texts that you will use</i></p>	<p>Frankenstein by Mary Shelley (novel) "The Lady of Shalott" by Alfred Lord Tennyson (poem) Robin Joy Meyers' "The Science of Loneliness and Isolation" (TED Talk video) "Adapting to Isolation," CBS Sunday Morning (Youtube video) "What are the Effects of Total Isolation? An Expert Explains" by Sarita Robinson (<i>The Conversation</i>, UK journal article)</p>															

	<p>“Mental Health in a Pandemic State: The Route From Social Isolation to Loneliness” by Renato D. Alarcon (<i>Psychiatric Times</i> journal article)</p> <p>“Feeling Lonely? Too Much Time on Social Media May be Why” by Katherine Hobson (<i>NPR</i> article)</p> <p><i>Castaway</i> (Film clips involving Wilson) Losing It & Creating Wilson-Clip 1 https://youtu.be/MUwrfM8alpA; Creation of Wilson-Clip 2 https://youtu.be/dNLvRN2GUbg; Wilson’s Departure- Clip 3 https://youtu.be/GGp03IY3_pc</p> <p>Excerpts from <i>Into the Wild</i> by Jon Krakauer (Narrative nonfiction)</p> <p>“Nighthawks” by Edward Hopper (Painting)</p> <p>“The Old Guitarist” by Pablo Picasso (Painting)</p> <p>“Migrant Mother” by Dorothea Lange (Photograph)</p> <p>“Eleanor Rigby” by the Beatles (Song)</p>
<p>What is the problem I am trying to solve or perspective I am trying to change?</p> <p>What do I want students to understand and do?</p>	<p>We want students to recognize isolation in its various forms, its negative effects and how to combat it, as well as how their own behavior and choices can lead to feelings of isolation.</p>
<p>Hook</p>	<p>Gallery walk with the paintings, photograph, and song. Students would make note of what they believe the artist is trying to convey, how the work made them feel, and why they had such a reaction.</p>
<p>Compelling Question</p> <p><i>What will students discover? What question will they answer by the end of the unit of instruction?</i></p>	<p>What is isolation?</p> <p>Is it always negative?</p> <p>Factors in isolation?</p> <p>What role do individuals play in their own isolation? Is isolation a choice?</p> <p>How can individuals combat feelings of isolation?</p>
<p>Relevance</p> <p><i>How will this studio connect to your students?</i></p> <p><i>Why will students care about this?</i></p>	<p>Isolation is particularly timely as the world is dealing with the COVID-19 pandemic. Many students are already feeling isolated due to quarantine, so this unit may help them realize that others are feeling this way and provide coping skills.</p>
<p>Culminating</p>	<p>Argumentative Essay: Using Mary Shelley’s <i>Frankenstein</i> and at least two other sources, either ones provided for you or</p>

<p>Performance Assessment <i>The final product. What will students create/do to show an understanding of the competencies in this studio? This should be linked in</i></p>	<p>ones you independently researched, determine whether isolation is a societal problem, examine its positive and/or negative effects, and assert what can be done, if anything, to combat it. This essay should be written in correct MLA format, incorporating internal citations, a works cited page, and be approximately 5-7 paragraphs in length.</p>																		
<p>Exhibition of Learning <i>How will students exhibit their learning?</i></p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ● Discussion Questions (Student led small-group presentations) ● Expert Jigsaw (Journal articles) ● Gallery Walk (Art and Music) ● Persuasive Essay ● Reflection Journal (Reaction/Compare/Contrast <i>Castaway</i> clips to “Lady of Shalott” and Creature) ● Dialectical/Double-Entry Journal (Individual <i>Frankenstein</i> assessment) ● Guided TPCASTT (poem) ● Compare/Contrast Experiences described in TED Talk, <i>CBS Sunday Morning</i>, and excerpt from <i>Into the Wild</i> </td> <td style="width: 50%;"></td> </tr> </table>			<ul style="list-style-type: none"> ● Discussion Questions (Student led small-group presentations) ● Expert Jigsaw (Journal articles) ● Gallery Walk (Art and Music) ● Persuasive Essay ● Reflection Journal (Reaction/Compare/Contrast <i>Castaway</i> clips to “Lady of Shalott” and Creature) ● Dialectical/Double-Entry Journal (Individual <i>Frankenstein</i> assessment) ● Guided TPCASTT (poem) ● Compare/Contrast Experiences described in TED Talk, <i>CBS Sunday Morning</i>, and excerpt from <i>Into the Wild</i> 															
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<p>*Community Engagement</p>	<p>N/A</p>																		
<p>Reflection Methods</p>	<p>Check All That Apply:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">x</td> <td style="width: 45%;">Journaling/Learning Log</td> <td style="width: 10%;"></td> <td style="width: 35%;">Focus Groups</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Whole-Class Discussion</td> <td style="text-align: center;">x</td> <td>Small Group Discussion (Fishbowl, Socratic, etc)</td> </tr> <tr> <td></td> <td>Surveys</td> <td></td> <td>Group Progress Log</td> </tr> <tr> <td></td> <td colspan="3">Other: Gallery Walk, Dialectical/Double-Entry Journal, TPCASTT, Compare/Contrast Response, Closing</td> </tr> </table>			x	Journaling/Learning Log		Focus Groups	x	Whole-Class Discussion	x	Small Group Discussion (Fishbowl, Socratic, etc)		Surveys		Group Progress Log		Other: Gallery Walk, Dialectical/Double-Entry Journal, TPCASTT, Compare/Contrast Response, Closing		
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Student Voice and Choice <i>How are students demonstrating voice and choice?</i>	Choose articles in Expert Jigsaw Choose partner/group for various activities Choose any work of art, song, film, book that students feel develops the theme of isolation that has been discussed throughout the unit. Students will share with the class in a brief presentation at the end of the unit. (The Gallery Walk opens the unit, while this activity closes the unit.)
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Suggested Unit Tracker/Pacing*	<table border="1"> <thead> <tr> <th>Unit Components</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td>Gallery Walk (art & song) and Expert Jigsaw (articles)</td> <td>Day 1</td> </tr> <tr> <td>Background Information on Mary Shelley and <i>Frankenstein</i>; vocab and study guide; begin reading Letters -Ch. 2.</td> <td>Day 2</td> </tr> <tr> <td>Small group led discussion questions of Letters-Ch. 2. Read Ch. 3-6.</td> <td>Day 3</td> </tr> <tr> <td>Dialectical/Double-Entry Journal for Ch. 3-6. Read Ch. 7-10.</td> <td>Day 4</td> </tr> <tr> <td>TPCASTT of "Lady of Shalott." Small group led discussion questions for Ch.7-10. Read Ch. 11-15.</td> <td>Day 5</td> </tr> <tr> <td>Show <i>Castaway</i> clip and reflection response. Reflection Prompt: Compare and contrast the catalyst and reaction of each character, the Lady of Shalott, Chuck Noland in <i>Castaway</i>, and the Creature in chapters 11-15, to their isolation and feelings of loneliness. Large group discussion of Ch. 11-15. Read Ch. 16-19.</td> <td>Day 6</td> </tr> <tr> <td>Small group led discussion questions for Ch. 16-19. Read Ch. 20-22.</td> <td>Day 7</td> </tr> <tr> <td>Dialectical/Double-Entry Journal for Ch. 20-22. Read Ch. 23-Epilogue.</td> <td>Day 8</td> </tr> <tr> <td>Whole class discussion of Ch. 23-Epilogue. Watch TED Talk, <i>CBS Sunday Morning</i> clip, and read an excerpt from chapter 3 of <i>Into the Wild</i>. Compare/contrast experiences of isolation described in all 3 mediums.</td> <td>Day 9</td> </tr> <tr> <td>Close reading/analysis of final pages of the novel and answer questions. Students create their own form of a gallery walk by selecting a work of art, a book, a song, or a film that</td> <td>Day 10</td> </tr> </tbody> </table>	Unit Components	Due Date	Gallery Walk (art & song) and Expert Jigsaw (articles)	Day 1	Background Information on Mary Shelley and <i>Frankenstein</i> ; vocab and study guide; begin reading Letters -Ch. 2.	Day 2	Small group led discussion questions of Letters-Ch. 2. Read Ch. 3-6.	Day 3	Dialectical/Double-Entry Journal for Ch. 3-6. Read Ch. 7-10.	Day 4	TPCASTT of "Lady of Shalott." Small group led discussion questions for Ch.7-10. Read Ch. 11-15.	Day 5	Show <i>Castaway</i> clip and reflection response. Reflection Prompt: Compare and contrast the catalyst and reaction of each character, the Lady of Shalott, Chuck Noland in <i>Castaway</i> , and the Creature in chapters 11-15, to their isolation and feelings of loneliness. Large group discussion of Ch. 11-15. Read Ch. 16-19.	Day 6	Small group led discussion questions for Ch. 16-19. Read Ch. 20-22.	Day 7	Dialectical/Double-Entry Journal for Ch. 20-22. Read Ch. 23-Epilogue.	Day 8	Whole class discussion of Ch. 23-Epilogue. Watch TED Talk, <i>CBS Sunday Morning</i> clip, and read an excerpt from chapter 3 of <i>Into the Wild</i> . Compare/contrast experiences of isolation described in all 3 mediums.	Day 9	Close reading/analysis of final pages of the novel and answer questions. Students create their own form of a gallery walk by selecting a work of art, a book, a song, or a film that	Day 10
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	they feel is representative of the theme of isolation or coping with isolation. Students will summarize the work and offer their interpretation of how the work has a strong connection to the theme of isolation.	
	Student presentations. Persuasive Essay Assessment information is provided. Students begin work on the final assessment.	Day 11
	Culminating Project/Assessment - Isolation Persuasive Essay with peer review	Days 12-14

Learning Plan

Learning Segment 1

Recommended Length of Time: 80 minutes

Planning Components	Day 1
Component of Project <i>Which component of the project are you working on?</i>	1. Hook/Pre-reading activity
Competency/Skill/Concept	1. 1.1- Apply and adjust active reading strategies 2. 2.1- Analysis and interpretation
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	1. Gallery Walk (art & song) with written reaction to each work, as well as small and large group discussions 2. Expert Jigsaw (articles) with small and large group discussions
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	1. Written reaction to gallery walk will be turned in 2. Verbal formative assessments (discussions- gallery walk and expert jigsaw)
Resource(s) <i>Link in Resources that you will use.</i>	1. " Nighthawks " by Edward Hopper (Painting) 2. " The Old Guitarist " by Pablo Picasso (Painting) 3. " Migrant Mother " by Dorothea Lange (Photograph) 4. " Eleanor Rigby " by the Beatles (Song) 5. " What are the Effects of Total Isolation? An Expert Explains " by Sarita Robinson (<i>The Conversation</i> , UK journal article) 6. " Mental Health in a Pandemic State: The Route From Social Isolation to Loneliness " by Renato D. Alarcon (<i>Psychiatric Times</i> journal article) 7. " Feeling Lonely? Too Much Time on Social Media May be Why " by Katherine Hobson (<i>NPR</i> article)

Learning Segment 2

Recommended Length of Time: 80 minutes

Planning Components	Day 2
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none">1. Background Information2. Begin reading Mary Shelley's <i>Frankenstein</i>3. Expand vocabulary
Competency/Skill/Concept	<ol style="list-style-type: none">1. 1.1- Apply and adjust active reading strategies2. 1.3- Expand vocabulary
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none">1. Background Information on Mary Shelley and <i>Frankenstein</i>2. Vocab list 1 (each list has 7 words) and study guide questions3. Begin reading Letters -Ch. 2.
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	<ol style="list-style-type: none">1. Look up vocabulary definitions and use words in sentences.
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none">1. PowerPoint on background information2. Mary Shelley's Frankenstein3. Vocabulary packet4. Study guide questions

Learning Segment 3

Recommended Length of Time: 80 minutes

Planning Components	Day 3
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none">1. Analysis and interpretation of novel2. Expand vocabulary
Competency/Skill/Concept	<ol style="list-style-type: none">1. 1.1- Apply and adjust active reading strategies2. 1.3- Expand vocabulary3. 2.1- Analysis and interpretation
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none">1. Small group led discussion questions of Letters-Ch. 2.2. Read Ch. 3-6.3. Vocab list 2
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	<ol style="list-style-type: none">1. Small group discussions2. Large group discussions3. Look up vocabulary definitions and use words in sentences.
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none">1. Mary Shelley's Frankenstein2. Vocabulary packet3. Study guide questions4. Discussion Questions

Learning Segment 4

Recommended Length of Time: 80 minutes

Planning Components	Day 4
Component of Project <i>Which component of the project are you working on?</i>	1. Analysis and interpretation of novel
Competency/Skill/Concept	1. 1.1- Apply and adjust active reading strategies 2. 1.4- Identify audience purpose and context for writing 3. 2.1- Analysis and interpretation
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	1. Dialectical/Double-Entry Journal for Ch. 3-6. 2. Read Ch. 7-10.
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	1. Dialectical/Double-Entry Journal 2. Large Group Discussion
Resource(s) <i>Link in Resources that you will use.</i>	1. Mary Shelley's Frankenstein 2. Vocabulary packet 3. Study guide questions 4. Dialectical/Double-Entry Journal

Learning Segment 5

Recommended Length of Time: 80 minutes

Planning Components	Day 5
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none">1. Analysis and interpretation of poem and novel2. Expand vocabulary
Competency/Skill/Concept	<ol style="list-style-type: none">1. 1.1- Apply and adjust active reading strategies2. 1.3- Expand vocabulary3. 2.1- Analysis and interpretation
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none">1. TPCASTT “Lady of Shalott”2. Small group led discussion questions of Ch.7-10.3. Read Ch. 11-15.4. Vocab list 3
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they’ve learned?</i>	<ol style="list-style-type: none">1. Small group discussions2. Large group discussions3. Look up vocabulary definitions and use words in sentences.
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none">1. TPCASTT form2. “Lady of Shalott” poem3. Mary Shelley’s Frankenstein4. Vocabulary packet5. Study guide packet6. Discussion Questions

Learning Segment 6

Recommended Length of Time: 80 minutes

Planning Components	Day 6
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none"> 1. Analysis and interpretation of novel, poem, and film 2. Expand vocabulary
Competency/Skill/Concept	<ol style="list-style-type: none"> 1. 1.1- Apply and adjust active reading strategies 2. 1.3- Expand vocabulary 3. 1.4- Identify audience purpose and context for writing 4. 2.1- Analysis and interpretation 5. 2.4- Use of evidence
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none"> 1. Show <i>Castaway</i> clip and reflection journal over film, poem, and novel. Reflection Prompt: Compare and contrast the catalyst and reaction of each character, the Lady of Shalott, Chuck Noland in <i>Castaway</i>, and the Creature in chapters 11-15, to their isolation and feelings of loneliness. 2. Vocabulary Quiz over lists 1-3 3. Large group discussion of Ch. 11-15. 4. Read Ch. 16-19.
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	<ol style="list-style-type: none"> 1. Vocabulary Quiz 2. Reflection Journal 3. Large group discussions
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none"> 1. Mary Shelley's Frankenstein 2. Vocabulary packet 3. Vocabulary Quiz 4. Study guide questions 5. <i>Castaway</i> film clips - Losing It & Creating Wilson-Clip 1 https://youtu.be/MUwrfM8alpA; Creation of Wilson- Clip 2 https://youtu.be/dNLvRN2GUbg; Wilson's Departure- Clip 3 https://youtu.be/GGp03IY3_pc

Learning Segment 7

Recommended Length of Time: 80 minutes

Planning Components	Day 7
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none">1. Analysis and interpretation of novel2. Expand vocabulary
Competency/Skill/Concept	<ol style="list-style-type: none">1. 1.1- Apply and adjust active reading strategies2. 1.3- Expand vocabulary3. 2.1- Analysis and interpretation
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none">1. Small group led discussion questions for Ch. 16-19.2. Read Ch. 20-22.3. Vocab list 4
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	<ol style="list-style-type: none">1. Small group discussions2. Large group discussions3. Look up vocabulary definitions and use words in sentences.
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none">1. Mary Shelley's Frankenstein2. Vocabulary packet3. Study guide questions4. Discussion Questions

Learning Segment 8

Recommended Length of Time: 80 minutes

Planning Components	Day 8
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none">1. Analysis and interpretation of novel2. Expand vocabulary
Competency/Skill/Concept	<ol style="list-style-type: none">1. 1.1- Apply and adjust active reading strategies2. 1.3- Expand vocabulary3. 1.4- Identify audience purpose and context for writing4. 2.1- Analysis and interpretation
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none">1. Dialectical/Double-Entry Journal for Ch. 20-22.2. Read Ch. 23-Epilogue.3. Vocab List 5
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	<ol style="list-style-type: none">1. Dialectical/Double-Entry Journal2. Large group discussions3. Look up vocabulary definitions and use words in sentences.
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none">1. Mary Shelley's Frankenstein2. Vocabulary packet3. Study guide questions4. Dialectical/Double-Entry Journal

Learning Segment 9

Recommended Length of Time: 80 minutes

Planning Components	Day 9
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none"> 1. Analysis and interpretation of novel, TED talk, <i>CBS Morning Show</i> clip, and excerpt of <i>Into the Wild</i> 2. Expand vocabulary
Competency/Skill/Concept	<ol style="list-style-type: none"> 1. 1.1- Apply and adjust active reading strategies 2. 1.3- Expand vocabulary 3. 1.4- Identify audience purpose and context for writing 4. 1.5- Choose writing processes based on audience purpose and task 5. 2.1- Analysis and interpretation
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none"> 1. Vocab Quiz for lists 4 & 5 2. Whole class discussion of Ch. 23-Epilogue. 3. Watch TED Talk, <i>CBS Sunday Morning</i> clip 4. Read an excerpt from Chapter 3 of <i>Into the Wild</i>. 5. Compare/contrast experiences of isolation described in all 3 mediums.
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	<ol style="list-style-type: none"> 1. Vocab Quiz 2. Large group discussion 3. Compare/Contrast Response: In no more than 2 paragraphs, compare and contrast the experiences described by Robin Joy Meyers in her TED Talk, the monk in the <i>CBS Sunday Morning</i> clip, and the narrator from the excerpt of <i>Into the Wild</i>.
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none"> 1. Vocabulary Quiz 2. Mary Shelley's Frankenstein 3. Study guide questions 4. Robin Joy Meyers' "The Science of Loneliness and Isolation" (TED Talk video) 5. "Adapting to Isolation," <i>CBS Sunday Morning</i> (Youtube video) 6. Excerpts from Chapter 3 of Into the Wild by Jon Krakauer (Narrative nonfiction)

Learning Segment 10

Recommended Length of Time: 80 minutes

Planning Components	Day 10
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none">1. Analysis and interpretation of novel2. Analysis and interpretation of a text (gallery walk student selection)
Competency/Skill/Concept	<ol style="list-style-type: none">1. 1.1- Apply and adjust active reading strategies2. 1.4- Identify audience purpose and context for writing3. 1.5- Choose writing processes based on audience purpose and task4. 2.1- Analysis and interpretation
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none">1. Close reading/analysis of final pages of the novel and answer questions.2. Students create their own form of a gallery walk by selecting a work of art, a book, a song, or a film that they feel is representative of the theme of isolation or coping with isolation. Students will summarize the work and offer their interpretation of how the work has a strong connection to the theme of isolation.
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	<ol style="list-style-type: none">1. Close reading/analysis and questions2. Student created gallery walk presentations
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none">1. Mary Shelley's Frankenstein2. Close reading and questions

Learning Segment 11

Recommended Length of Time: 80 minutes

Planning Components	Day 11
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none">1. Analysis and interpretation of a text2. Identify audience, purpose, and context for writing
Competency/Skill/Concept	<ol style="list-style-type: none">1. 1.4- Identify audience purpose and context for writing2. 1.5- Choose writing processes based on audience purpose and task3. 2.4- Use of evidence4. 3.1- Engaged readers5. 3.2- Contributing writers
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none">1. Student presentations.2. Persuasive Essay Assessment information is provided. Persuasive Essay: Using Mary Shelley's <i>Frankenstein</i> and at least two other sources, either ones provided for you or ones you independently researched, determine whether isolation is a societal problem, examine its positive and/or negative effects, and assert what can be done, if anything, to combat it. This essay should be written in correct MLA format, incorporating internal citations, a works cited page, and be approximately 5-7 paragraphs in length.3. Students begin work on the final assessment.
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	<ol style="list-style-type: none">1. Student gallery walk presentations
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none">1. Persuasive Essay Assessment information2. Rubric

Learning Segments 12-14

Recommended Length of Time: 80 minutes/class period

Planning Components	Day 12-14
Component of Project <i>Which component of the project are you working on?</i>	<ol style="list-style-type: none"> 1. Analysis and interpretation of a text 2. Identify audience, purpose, and context for writing 3. Use of evidence
Competency/Skill/Concept	<ol style="list-style-type: none"> 1. 1.4- Identify audience purpose and context for writing 2. 1.5- Choose writing processes based on audience purpose and task 3. 2.4- Use of evidence 4. 3.1- Engaged readers 5. 3.2- Contributing writers
Activities <i>What will students be completing during class? Direct instruction should be 20 minutes or less.</i>	<ol style="list-style-type: none"> 1. Culminating Project/Assessment - Isolation Persuasive Essay with peer review. Persuasive Essay: Using Mary Shelley's <i>Frankenstein</i> and at least two other sources, either ones provided for you or ones you independently researched, determine whether isolation is a societal problem, examine its positive and/or negative effects, and assert what can be done, if anything, to combat it. This essay should be written in correct MLA format, incorporating internal citations, a works cited page, and be approximately 5-7 paragraphs in length. 2. Evaluate sources provided and those independently researched 3. Type essay in MLA format 4. Peer edit, revise, and submit
Check for Understandings <i>What are your formative assessments? How will they demonstrate what they've learned?</i>	<ol style="list-style-type: none"> 1. Complete the Persuasive Essay Assessment
Resource(s) <i>Link in Resources that you will use.</i>	<ol style="list-style-type: none"> 1. All resources provided throughout the unit 2. Peers 3. Rubric