

Birkdale High School		English Department Foundation Stage	Curriculum Map
Unit: Frankenstein, The Play Year Group: 7			
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<ul style="list-style-type: none"> ● To encourage students to reflect on the prejudice that people who are ‘different’ face. To allow students to debate the pros and cons of science interfering with ‘birth’. ● To explore both historical and literary context such as Romanticism and the message Shelley was trying to portray (a fear of scientific advancement) ● Recap the gothic genre and delve into this in more detail along with looking at the idea of Frankenstein being ‘the first true work of science fiction’. ● To explore how a novel can be adapted to a play. ● To explore how authors, create multi-dimensional characters. ● To analyse how an author uses both language and structural features for deliberate effects/ to engage the audience. 	<ul style="list-style-type: none"> ● Each lesson has an overarching ‘big question(s).’ These are shared with students in the front of their resource booklet and should be referenced by teachers at the start of the lesson as well as at key moments within the lesson. ● Teachers should familiarise themselves with the Knowledge Organiser as well as the text itself prior to delivery. ● The Knowledge Organiser should be given to students at the start of the unit and weekly self-quizzing homework’s allocated on specific sections. ● The Tier 2 vocabulary that has been picked out (on the Knowledge Organiser and in the work booklet) should be explicitly taught. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences and then using the word in their own sentences. It should then be explored in the context used by the playwright when the students come across it whilst reading. ● As this is a play, the ‘popcorn’ method of reading is encouraged whereby a minimum and maximum amount is given and students ‘popcorn’ + another classmate after they have read. Or they can be given a character’s part to read for a set amount of lines. This ensures that 	<p>Students will receive multiple choice quizzes throughout the unit on the information from the Knowledge Organiser - this will ensure that they are retaining knowledge and embedding it in their Long-Term Memories.</p> <p>Students will complete a ‘fill in the blanks’ summary, along with analysis questions at the end of each act.</p> <p>The unit will culminate with students writing a response in their purple Assessment books to the following question:</p> <p><u>How does the playwright make us feel sympathy towards the monster?</u></p> <p>The impact of this unit will hopefully go further than in the traditional sense and will open our students’ eyes to the prejudice those that are ‘different’ face within society. Key themes such as ‘outsider’ and isolation’ will be explored, in detail, throughout the scheme. Students will also have the opportunity to discuss the implications of scientific breakthroughs in regard to human life (birth vs creation).</p>	

<ul style="list-style-type: none"> ● To explore how an author uses monologues to develop a character. ● To use the play as a springboard to other writing techniques. They have previously looked at a novel, and will now explore how a novel can be adapted into a play, along with letter writing, writing an alternative ending, diary entries and descriptive writing. 	<p>all are following and can read an amount they are confident with.</p> <ul style="list-style-type: none"> ● Key extracts have purposefully been provided in the student resource booklet so that the teacher can model annotation of key devices under the visualiser. Students must mirror the notes made by the teacher in their own booklets. ● We are going to be using the Reciprocal Reading method of reading a text: predict, clarify, question and summarise. This process should be modelled for each of the key extracts in the student resource booklet. ● For the delivery of the linked writing challenges. Students should read the task, discuss as a class. Then ideas should be generated as a class and recorded on the whiteboard to ease cognitive load and model the planning process. The criteria should be defined with examples provided as necessary on the whiteboard. Students should then write in silence for 25 minutes - ideally with a visible timer and then peer assess against the criteria. This process will aid students in building writing stamina if applied consistently. ● Students should be developing their analytical skills throughout the unit., this is supported by ‘analysis’ questions for each Act. We encourage that students use the what, how and why method of analysis and some students may benefit from using the PETAL structure in their analytical paragraphs. The teacher should model this process before students are expected to write their own. Scaffolding is provided within the booklet, with sentence starters given to aid those 	
<p>Enabling Learning</p>		
<p>Year 7 students studied the novel Oliver as the first module of year 7 so have encountered the Victorian era, how language is used to affect the audience and how to start analysing a text. This unit builds and extends on</p>		

<p>this; looking, in detail, at a script and how it is laid out.</p> <p>Students will take part in a number of drama related tasks to enhance their understanding of writer's methods.</p> <p>Students in year 7 have completed fortnightly writing challenges from the start of the year so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be revisited to ensure they are being retained in students' Long-Term Memories.</p>	<p>of a lower ability. We recommend using the 'I do' 'we do' then 'you do' approach.</p>	
Key Vocabulary		Wider Learning
<p><i>Tier 2: High frequency / Multiple meaning</i></p> <p>See Knowledge Organiser for tier 2 vocabulary selected and defined. Taken from the play itself and the context surrounding the play.</p>	<p><i>Tier 3: Subject related.</i></p> <p>Exposition, monologue, epilogue, prologue, pathetic fallacy, (defined on the Knowledge Organiser)</p>	<p>SMSC / RWCM / CEIAG</p> <p>Writing challenges will aid with quality of written communication.</p> <p>Writing a letter to the scientific council, justifying creating life will help them think about the implications of science.</p> <p>Taking part in a 'court case' will allow students to understand the justice system.</p>

		<p>Writing a news report, will allow students to become familiar with this style of transactional writing.</p> <p>Students will (hopefully) build more tolerance and empathy towards those who are different from themselves.</p>
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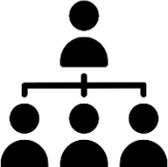
Frankenstein The Play, adaptation by Phillip Pullman



1. Summary	3. Social & Historical Context		6. Vocabulary			
<p>An extremely clever scientist creates a monster, while trying to create the perfect specimen of humankind. He is horrified by his creation, and his creation turns on him.</p>	<p>Romanticism (1770 - 1890) The text is a Romantic text – it features discussions over the beauty of nature. The Romantics believed in the power of God and the beauty of nature.</p>	<p>Victorian Period a time of strict morals and values; class system promoted divisions between nobility and working class.</p>	<p>Atheist a person who believes that God does not exist</p>	<p>Progeny a person who comes from a particular parent or family : the child or descendant of someone</p>	<p>Sinister having an evil appearance : looking likely to cause something bad, harmful, or dangerous to happen</p>	<p>Anguish extreme suffering, grief, or pain</p>
<p>2. Characters</p>	<p>Prometheus The novel's subtitle is 'The Modern Prometheus'. Prometheus is a figure in Greek culture/religion, who made humans out of clay. He also stole fire from the Gods, and to punish him, they chained him to a rock and called an eagle to peck out his liver each day.</p>	<p>Galvanism Scientist Luigi Galvani applied electrodes to dead body parts and caused them to be 'reanimated' – the muscles moved as if the creatures were alive. This was exciting and terrifying for Victorians.</p>	<p>Prejudice an unfair feeling of dislike for a person or group because of race, sex, religion, etc.</p>	<p>isolation the state of being in a place or situation that is separate from others : the condition of being isolated</p>	<p>Tension a feeling of nervousness, excitement or fear. Unable to relax.</p>	<p>Suspense a state of feeling excited or anxious uncertainty about what may happen.</p>
<p>Captain Walton: An arctic explorer who finds F</p>	<p>4. Literary Context</p>		<p>Eloquent having or showing the ability to use language clearly and effectively</p>	<p>Creation The theme of creation is at the centre of the novel, <i>Frankenstein</i>. The story shows how Victor creates a monster and instils life in it after gaining scientific knowledge of life. Victor plays God or pretends to become one to create life</p>		
<p>Victor Frankenstein: eponymous, protagonist, scientist</p>	<p>Mary Shelley The author of <i>Frankenstein</i> (the novel). She was born in 1797, and wrote <i>Frankenstein</i> at the age of 20, after a ghost-writing contest with fellow Romantic writers and her husband, Percy Shelley.</p>	<p>Gothic Genre Literature that contains death and horror, often contains a lot of suspense and tension. Considered the dark side of Romanticism.</p>	<p>Isolation/Outsiders In <i>Frankenstein</i>, horrible things happen when a character is isolated from the others. When Victor's knowledge and ambition are unchecked by his peers, a monster is created. When the monster is isolated from society he seeks revenge.</p>			
<p>The Monster: created by Frankenstein; despised by his creator</p>	<p>Science Fiction Fiction based on imagined future scientific or technological advances and major social or environmental changes. <i>Frankenstein</i> was called the first true work of this genre.</p>	<p>5. Literary Techniques</p>		<p>Ambition Frankenstein's ambition knows no bounds, he makes himself ill in his pursuit of his goals and puts his ambition before himself and his family. His ambition of creating life and imitating his own creation fails.</p>	<p>Revenge There is a continuous cycle of revenge due to the excited state of strong emotions- love, anger, hatred, loneliness, and rejection drive the plot. Revenge is shown as the important aspects of Victor and Monster's life</p>	
<p>Clerval: voice of reason, F's friend</p>	<p>Prologue separate introductory section of a literary, dramatic, or musical work.</p>	<p>Epilogue a section or speech at the end of a book or play that serves as a comment on or a conclusion to what has happened.</p>	<p>8. The Fab Four</p>			
<p>Elizabeth: Cousin of F</p>	<p>Exposition writing that intends to put forward information or to explain something the reader needs to know</p>	<p>Monologue a long speech by one actor in a play or film,</p>	<p>Predict </p>	<p>Clarify </p>	<p>Question </p>	<p>Summarise </p>
<p>William: represents innocence and revenge. F's younger brother</p>	<p>Pathetic Fallacy Where nature, often the weather, mirrors the mood of the text</p>					
<p>Agathe: Blind girl, does not judge the monster based on his appearance</p>						
<p>Felix: Agathe's brother, shoots the monster</p>						

24 th Feb -	Who was <u>Mary Shelley</u> ?	What are the conventions of <u>Gothic literature</u> ? (recap on last unit)	What was the <u>Romantic era</u> ? Quick look at other romantic writers? / conventions	What do you think <u>makes someone/thing a monster</u> ? Debate?
3 rd March -	What is a <u>prologue</u> ? What is the <u>effect on the reader</u> as they begin the play? Task – what do you think the monster looks like. Sketch him. Hot seat: the unnamed man trying to catch the monster	<u>Birth vs creation</u> The perfect human creation – create your own (why did you make those choices (Q&A?) Write: your reasons in a paragraph	Gothic setting Thinking Q: How did birth vs creation link to act one HW : Draw and label Frankenstein's lab. Using the stage directions to help you.	Character analysis: Is Dr Frankenstein what you expected him to be? Draw character outline (Dr F or Clerval) inside = thinking/feelings (find q's to support) outside = descriptions (q's and page numbers) Introduce PETAL. HW/P: 5 words describing how you feel at the end of act 1 (from Clerval)
9th March -	<u>Clerval's diary entry</u> Read partners words – choose one to write a sentence from C's perspective Empty cartons/ cereal boxes for end of unit project.	What are <u>ethics</u> ? <u>Human / animal cloning</u>	Creating tension using body lang. show not tell, facial expressions, sounds etc Act 1 tension graph.	The importance of stage directions What <u>impression</u> of the monster do you get from the <u>stage directions</u> ? If you were staging the play, would you follow the stage directions exactly?
16 th March -	What do you think of when you hear the word 'outsider'? (key theme) Why do you think Agathe and Felix are living apart from the other villagers?	What is a monologue? What does it reveal about him/how does the playwright want us to feel towards the monster? Re-read the dialogue between monster and Agathe. Mind map how you portray this scene to an audience. Think about body language, facial expressions, props etc. Director / role play	What does it mean to be human? Human or monster? Read act 3. has your opinion changed? Should Dr F create a mate for the monster?	Who was to blame for Williams death in act 3? The trial Jury: Judge: Prosecutors: Defendant: Persuasive writing - speech to influence the jury. Guilty or not?

23 rd March -	Write up & present the court case. (x2 lessons?)	read act 4 (how will the monsters wife feel when she is brought to life?)	<p>"He's a genius. He's the greatest man of science the world has ever seen . . ."</p> <p>How do you feel about this statement / can you relate it to anything in today's society?</p> <p>PETAL: how is the monster presented in act 4</p>	Assessment?
30 th March -	<p>Epilogue What do you think his reaction will be to the story? & why?</p> <p>What do you think of the ending? Change the ending.</p> <p>Moral of the story? What is Mary Shelley trying to 'say'? / make the Victorian people think/feel.</p>	Using the storyboard template show how you would turn Frankenstein the play into a film. What music, expression or mood would you have in each scene? Draw pictures in each box but also write a sentence or two underneath explaining what is happening.	Write a review of Frankenstein – Would you recommend it? Why, why not? Sum up the positives and the negatives. You can add images if you like.	

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding...
Atheist	a person who believes that God does not exist	late 16th century: from French <i>athéisme</i> , from Greek <i>atheos</i> , from <i>a-</i> 'without' + <i>theos</i> 'god'.	<p>The atheist wrote a novel disproving the existence of a higher power.</p> <p>The atheist refused to say the pre-dinner prayer.</p>	Do you think Dr Frankenstein is an atheist? Why do you think that?
Progeny	a person who comes from a particular parent or family : the child or descendant of someone		<p>The monster was Dr Frankenstein's progeny.</p> <p>As his progeny he should have loved the monster but instead he despised it.</p>	Considering the monster was not 'born', can he be classed as a progeny?

<p>Sinister</p>	<p>having an evil appearance : looking likely to cause something bad, harmful, or dangerous to happen</p>		<p>The monster's sinister behaviour terrified Dr Frankenstein.</p> <p>There was a moment of sinister silence before the monster awoke.</p>	<p>Whose actions are sinister: Dr Frankenstein's or the monsters?</p>
<p>Anguish</p>	<p>extreme suffering, grief, or pain</p>	<p>c.1200, from Latin <i>angustia</i> (plural <i>angustiae</i>) "tightness, straitness, narrowness;" figuratively "distress, difficulty," from <i>ang(u)ere</i> "to throttle, torment"</p>	<p>Dr Frankenstein's mental anguish tortured him.</p> <p>Terrible anguish struck Dr Frankenstein's heart as he realised what he had created.</p>	<p>Is mental anguish worse than physical pain?</p>
<p>Prejudice</p>	<p>an unfair feeling of dislike for a person or group because of race, sex, religion, etc.</p>	<p>c. 1300, "despite, contempt," from Old French <i>prejudice</i> "a prejudice, prejudgment; damage" (13c.) and directly from Medieval Latin <i>prejudicium</i> "injustice,"</p>	<p>The monster experienced extreme prejudice from everyone who lay eyes on him.</p> <p>Prejudice oozed from the faces of those who met the monster.</p>	<p>Does prejudice still exist in today's society?</p>
<p>Isolation</p>	<p>the state of being in a place or situation that is separate from others : the condition of being isolated</p>		<p>Isolated and alone, the monster vowed to make Dr Frankenstein pay for his mistake.</p> <p>The monster was forced to live in isolation.</p>	<p>How can isolation effect your mental health?</p>

<p>Tension</p>	<p>a feeling of nervousness, excitement, or fear that is created in a movie, book, etc.</p>	<p>mid16th century (as a medical term denoting a condition or feeling of being physically stretched or strained)</p>	<p>You could cut the tension with a knife that night; would the monster awake or was all the Dr's work for nothing?</p> <p>Tension filled Dr Frankenstein from head to toe; what had he done?</p>	<p>Is tension a good feeling or a bad one?</p>
<p>Suspense</p>	<p>a feeling or state of nervousness or excitement caused by wondering what will happen</p>	<p>(mid-15c.) is from legal meaning, perhaps via notion of "awaiting an expected decision," or from "state of having the mind or thoughts suspended." As a genre of novels, stories, etc., attested from 1951.</p>	<p>The suspense was killing him. Dr Frankenstein took a deep breath and pressed the button.</p> <p>The feeling of suspense engulfed him. What did the monster want?</p>	<p>Which moments in Dr Frankenstein's life are filled with suspense?</p>
<p>Eloquent</p>	<p>having or showing the ability to use language clearly and effectively</p>		<p>To Dr Frankenstein's surprise, the monster had become incredibly eloquent.</p> <p>Eloquently, the monster told Dr Frankenstein of the struggles he had faced.</p>	<p>How does being eloquent benefit you in life?</p>