

Making Frankenstein Speak: Student Ownership in Spite of the Classics

Objective: Educators will emerge from the breakout session with several Teachers College strategies that boost student motivation and ownership of classical texts.

Quick game of Yes: (Game that gets students used to the idea of saying “YES” to one another’s ideas.)

Introduction: Explain goals of the Performance at the Center in Teachers College in New York, and their approach to teaching literature (Experiential, hands-on, student lead). Explain how we can bring these big ideas to a state that has adopted (and generally takes seriously) the Common Core.
(Quick slideshow, video clips)

Demo Invitations to Create: Invitations to Create invite students to go beyond the typical journal prompt or reader response sheet. ITC allow students to grapple with the weightier subjects of the text in a individual way (multimedia, ephemera, art, monologue, etc)
-Student investment when presented with something nice.
-Book Binding Demo (Competition vs. art for art’s sake as a motivator)

STATE CORE STANDARDS: (Reading Literary Texts, Grades 11-12)

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Demo Hot Spots: Allowing students to choose what parts of the book really resonate with them. Where do they spot important themes worth discussing in a modern setting?

--Large, seriously large piece of butcher paper, demo how students can find the themes and spots that resonate as a class as opposed to that the teacher has predetermined.

STATE CORE STANDARDS: (Reading Literary Texts, Grades 11-12)

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Demo Character Interview: After discussing hot spots, teacher selects passages that allow students to dive into the nuances of the characters. After extensive textual research, students interview one another, one student adopting the persona of the character. **Inner Monologues emerge.**

(STATE CORE STANDARD WRITING) 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Demo Remix: Student led final project/performance, remixing themes from the text and bringing them to a modern audience that invites further analysis.

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)