

BCPS Field Trip Request ID # 8874

Trip Request By	Bethany Griffin - NBHS
Trip Name	Frankenstein
Trip Date	11-01-2018
Approx. Pick-up Time	9:00AM
Return Date	11-01-2018
Approx. Return Time	1:15PM
Class/Group	AP English III and IV
Student Count	128
Chaperone Count	19
Number of Vans/Buses	3
Common Carrier	Miller Transportation
Cost to Students	27
How will you pay for students who cannot afford the fee?	Overflow from amount collected.

Place of Departure

Name:	North Bullitt High School
Address:	Hebron Lane
City:	Shepherdsville
State:	KY

Destination

Name:	Stage One
Address:	Main Street
City:	Louisville
State:	KY

Lesson Plans

Stage One- Frankenstein November 1, 2018.
AP Language and Composition and AP Literature and Composition
Miller transportation- pick up at 9am, return to school by 1:15.

Standards

RL.11-12.2 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.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by SHakespeare and one play by an American dramatist)

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

Pre-viewing Activities and Discussion

Discussion of Theme and interpretation

Thematic comparison of Frankenstein and Jurassic Park- playing God in literature.

Discussion of Character and Ambiguity in Characterization

Discussion of the “impression” of Frankenstein, what we know or believe about this story, and whether those impressions are true.

Discussion of concrete details and thesis statements for literary analysis.

Post -viewing Activities-

In groups- Discuss thematic elements. Back up with evidence from the play.

In groups (or as a class) create a list of possible thesis statements

Individually- write an analysis of the play (rubric below)

LITERARY ANALYSIS RUBRIC

GRADE	Intro Paragraph / Thesis	Body Paragraphs / Organization	Literary Analysis	Language Style / Voice	Mechanics
A (excellent) 40-30	Engaging opening introduces the essay’s general topic and inspires thinking about that topic; logically proceeds to thesis; thesis is an easily identifiable, well-phrased argument that assesses the text and addresses a specific idea to be analyzed and proven in the essay; the idea offered in the thesis reflects sound critical, analytical thinking; title and author of work are appropriately referenced	Each topic sentence clearly connects to the thesis and offers an identifiable, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and each idea builds on the preceding; writer maintains focus and control of argument so that the point of each paragraph is always clear	Writing reflects a critical, analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the TS and thesis; inferences are developed so that all claims and points made are well-supported and persuasive; analysis focuses on elements of the text, demonstrating writer’s ability to interpret the function of literary devices in the service of thematic meaning; appropriate	Writing is academic in tone, demonstrating a clear sense of purpose and audience; writer’s voice is evident -- confident and sophisticated; vocabulary and phrasing are academically appropriate, persuasive, and sophisticated without being pretentious	Essay includes a variety of sentences marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author’s purpose; consistent adherence to MLA guidelines; accurate Work Cited page; absence of misspellings, punctuation errors

			balance of quotes & writer's analysis; writer is clearly engaged with and moved by his/her thinking process		
B (good) 29-20	Generally engaging opening; areas to be strengthened may include: presentation of general topic; development of transition between general opening and specific thesis statement; thesis statement is phrased as an argument but may be strengthened through clarification of the main idea being offered	Each topic sentence generally connects to the thesis but in one or more TS the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or TS; paragraphs are generally well-organized, although some transitions may be awkward and there may be gaps in the development of ideas; focus and control of argument may need improvement because the point of a paragraph may not always be clear	Writing generally reflects a critical, analytical understanding of the text but is uneven; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis and/or TS; some claims may be vague, generalized, or lacking in support; analysis could be stronger through elements that create thematic meaning; some imbalance of quotes and writer's analysis	Writing is generally academic in tone; writer's voice may not be consistently persuasive but is discernible; writing demonstrates an awareness of the purpose to persuade; vocabulary in some places may be simplistic or ineffective	Essay's sentences generally effective but may lack appropriate variety (some repeated opening words and structure); syntax and grammar may be awkward in places (but not distracting); a few misspellings (but not distracting); consistent adherence to MLA guidelines; accurate Work Cited page
C (satisfactory) 19-10	Opening is functional but too brief and/or simplistic, essay's topic is apparent but needs to be developed to engage the reader; abrupt transition from first sentences to thesis statement; paragraph may be incoherent, jumping from one point to the next without developing a smooth progression of	Topic sentences are present but more than one is weak in the following areas: main idea not discernible; a fact about the text is summarized; unclear connection to thesis. Concrete details are present but weak because they provide insufficient evidence to support TS and/or are irrelevant because they do not support an insightful inference. Lack of coherent organization of ideas within individual	Writing demonstrates basic comprehension of the text but not a critical, analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis inconsistent or unsubstantiated; frequent summary of plot details that retell the story; writer restates the content of cited concrete details	Writing tends to be mechanical in tone; writer's voice is not discernible in the essay; writing demonstrates inconsistent awareness of the purpose to persuade; vocabulary tends to be simplistic, marked by instances of informal or imprecise diction	Essay sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer's point and distract reader; misspellings, contractions, fragments, referring to "you" diminish academic

	ideas; thesis may be too general, vague, or imprecisely phrased; thesis may not directly address the prompt (though still an argument that assesses the text)	paragraphs or from one paragraph to the next; abrupt transitions impede smooth flow of ideas; essay lacks consistent focus and control of argument; paragraph(s) may lack clear point(s); content of paragraphs does not consistently support or connect with thesis and/or TS	rather than draws significant inferences about sub-textual meaning; little or no analysis of how the text creates meaning. Writing marked and weakened by frequent generalizations, unsupported claims, assumptions, vague statements.		nature of the writing and distract reader; inconsistent adherence to MLA guidelines (but does not compromise integrity of essay); Work Cited page may contain inaccuracies (but does not compromise the integrity of essay)
D (marginal)	Opening is ineffective, poorly organized, and undeveloped (inappropriately brief); thesis may summarize plot point rather than present argument about text; thesis may not address the prompt at all; author and/or title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted)	Topic sentences absent or consistently lack focused ideas, either offering general, irrelevant comments or stating facts about the text; there is no discernible argument or point guiding essay; concrete details are absent or ineffective/insufficient; consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear	Writing demonstrates some awareness of text details but not a critical, analytical understanding of the text; points made are vague and unsubstantiated; essay lacks focus; no literary analysis present	Writing is mechanical in tone; writer's voice is not discernible in essay; writing demonstrates no awareness of purpose to persuade; vocabulary is simplistic and/or inappropriate	Frequent syntax, grammar, misspelling errors that distract the reader; lack of adherence to MLA guidelines undermines integrity of essay; inaccurate Work Cited page compromises integrity of essay
F (unacceptable)	Fails to fulfill the requirements of the assignment	Fails to fulfill the requirements of the assignment	Fails to fulfill the requirements of the assignment	Fails to fulfill the requirements of the assignment	No adherence to MLA guidelines (missing citations, lack of proper format); No Work Cited page