

***Monster* by Walter Dean Myers (Published by Amistad)**

Approved for use in Communication Arts I

Summary

Steve Harmon is the 16-year-old protagonist who is incarcerated and on trial for murder. As a coping mechanism, Steve records his experiences in the format of a screenplay. On trial with the alleged shooter, Steve faces charges as an accessory to the murder of a convenience store owner.

Connection to the Curriculum

Monster incorporates several styles of writing in one text. Students can examine voice, point of view, and other elements of fiction. Because of the heavy use of the screenplay format, it is also an excellent resource for teaching the components of drama. Students may compare this drama to another drama in the curriculum (*Twelve Angry Men* or *Romeo and Juliet*). Myers' writing invites analysis of the tone, mood, message, and style.

Standards

Course Objectives (Benchmarks)

Reading: 1.4- The students comprehend a variety of texts.

Literature: 2.1-The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

Writing: 3.1- The students use writing as a tool for learning throughout the curriculum.

Possible Skills Taught (Indicators):

Reading:

1.4.7- The student identifies characteristics of narrative, expository, technical, and persuasive texts.

1.4.9- The student uses prior knowledge, content, and text type features to make, revise, and confirm predictions.

1.4.10- The student generates and responds logically to literal, inferential, evaluative, and critical thinking questions before, during, and after reading the text.

1.4.11- The student uses information from the text to make inferences and draw conclusions.

1.4.13- The student compares and contrasts varying aspects in one or more appropriate-level texts.

1.4.14- The student explains and analyzes cause-effect relationships in appropriate level narrative texts.

Literature:

2.1.1- The student identifies and describes different types of characters and analyzes their development.

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story.

2.1.3- The student analyzes and evaluates how the author uses various plot elements to advance the plot and make connections between the events.

2.1.4- The student analyzes themes, tone, and the author's point of view across a variety of literary works and genres using textual evidence and considering audience and purpose.

2.1.5- The student identifies, analyzes, and evaluates the use of literary devices in a text.

2.2.2- The student compares and contrasts works of literature that deal with similar topics and problems.

Writing:

3.1.1- The student uses the writing process.

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

Walter Dean Myers shares an account of a scared boy who sits in jail awaiting trial for a loose connection to a crime. There are reflections of some of the horrible realities of prison and crime although Myers maintains an appropriate focus for young adult readers.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities