

***Monster* by Walter Dean Myers**

English Language Arts, 9th Grade

WHAT'S THE STORY?

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.

CONNECTIONS TO CURRICULUM

The following are some, but not all, of the connections to curriculum for this novel.

- **Unit 1: Personal Identity**
 - Essential Question: "How does the process of reading, speaking and writing inform our ability to grasp our own identity?"
- **Unit 2: The Individual and the Community**
 - Essential Question: "How does community influence identity?"
- **Unit 3: Communicating Ideas**
 - Essential Question: "How do we form and support an idea?"
- **Unit 4: Constructing an Argument**
 - Essential Question: "What makes an effective argument?"

KEY STANDARDS ADDRESSED

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9.1
- Determine a theme or central idea of a text and analyze in detail its development. RL.9.2
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. RL.9.4
- Analyze and evaluate the representation of a subject or a key scene in multiple mediums-- including media, artistic, and other visual formats. RL.9.7
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. RL.9.10
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing

flexibly from a range of strategies. RL.9.11

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.9.12
- Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10. RL.9.13
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9.3
- Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. RL.9.5
- Analyze a particular point of view or cultural experience reflected in a work of literature. RL.9.6
- Analyze how an author draws on and transforms source material in a specific work. RL.9.9
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9.1
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9.7
- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.9.2
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9.8