Day 1 and 2 – background interest generator items (map of Europe, ice cube, howling wind and human screams, crime scene tape, Frankenstein mask, body parts, lab coat, chemistry beaker, symbol of obsession, patriarchy, nature) do background power point. Homework probably passage: write a story that incorporates the ideas and predicts the possible outcome of the novel. Words – Alps, Antarctic, ship, laboratory, ice, university, monster, thunder, cottage, locket, wedding, murder, dogs. HW for day 1 – read “Why We Crave Horror Stories” by Stephen King for discussion at the beginning of day 2.

Day 3 – begin with anticipation guide and assign homework reading in addition to blog post (see questions for each chapter/section. The Frame Story as a literary technique *The Lorax and Forrest Gump.* Homework reading: letters 1-4.

Day 4 -5 – discussion needs v. wants on power point and begin characterization study for double-bubble chart. Students by row are assigned Victor Frankenstein and Robert Walton or Creature or Elizabeth Lavenza or Henry Clerval. Discussion questions are on the Frankenstein power point. Homework on day four is reading chapters 1-3

Day 6 -7 – discussion chapter 1-3 -- power point project regarding the role of family in Victor’s life. Also education project. Homework – chapters 4-6.

Day 8 - 10 – discuss the ethics of science and medicine. Have student groups “create a monster”. Write on the board “creator” and “creation” discuss the creation stories and the responsibility of the creator to his creation. How does Victor respond to his? Students should continue to read 7-10. Victor’s creation didn’t turn out the way he wanted it to. The question is of course whether or not the creature is really as bad as he claims. Students will be given a variety of arts/crafts things and will be instructed to create a piece of art. Students when done will write a reflective piece in which they will reflect on their art creation. Students will look at someone else’s art project and reflect on it. Hopefully this will show students that they are more critical of their own work than others are and perhaps Victor should have given the creature a better chance. Prezi of interpretations of the monster’s look. Do a newspaper for the murder of William and Justine’s execution. Students should read chapters 11-12

Day 11 – discussion #4. For homework students should read chapters 13-17. In class discuss the fact that the story begins as an epistolary novel. Each student will select a character and write a letter from that character’s perspective regarding the events of the novel so far. For homework students should read chapters 18-19.

Day 12 – discussion #5. Continue reading.

Day 13 – discussion #6. Homework chapters 20-21

Day 14 – discussion #7. Homework chapters 22-24. Final issues – plot diagrams for each of the creature, for Robert, and for Victor.

Frankenstein: A modern Prometheus

Anticipation Guide

For each of the following ideas, indicate to what level you agree/disagree with the statement. Be prepared to discuss your positions.

1. It is a parent’s job, more than society’s to nurture his/her child

Strongly agree agree neutral disagree strongly disagree

1. Parents should use all scientific advances (including genetic engineering to create “designer” babies) in order to ensure they get the children they desire.

Strongly agree agree neutral disagree strongly disagree

1. All children are innately good.

Strongly agree agree neutral disagree strongly disagree

1. Every child needs “mothering” in order to become “human.”

Strongly agree agree neutral disagree strongly disagree

1. All parents love their children unconditionally, no matter how they look or act.

Strongly agree agree neutral disagree strongly disagree

1. Children who are “deformed” physically or mentally do not belong with “normal” people in schools or other aspects of society.

Strongly agree agree neutral disagree strongly disagree

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The Role of education

Listed below are some of the major factors in victor’s early education before he heads off to university. In the middle column indicate the ways these factors affect victor. In the column on the right indicate the way the same factors have affected your individual growth.

|  |  |  |
| --- | --- | --- |
| Factor | Influence on victor | Influence on you |
| Family |  |  |
| Role models |  |  |
| Unsupervised reading |  |  |
| Formal education |  |  |
| Other factors |  |  |

Creation project

Victor plays god and creates a creature. His intentions were not to create a monster, that was an unfortunate side-effect. Your job is to create your own perfect being by using “body parts” from other living or non-living people and/or creatures.

Step 1 – decide on your creation’s purpose (perfect boyfriend/girlfriend, perfect brother/sister/parent, perfect political leader, perfect sports figure, perfect performer, etc.)

Step 2 – sketch your creation

Step 3 – indicate what elements you will add and from whom in order to create this perfect creation.

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Evaluate and Judge

Youtube study

In all artistic presentations (writing, paintings, music, movies, etc.) there are two major questions to ask yourself:

1. What is the author’s (director’s) purpose?
2. Who is the intended audience?

Based on the answers to these questions, one can begin to evaluate the effectiveness of the artwork. For your selected youtube video, fill out the following:

Provide a brief overview/summary of the video and the url.

What is the director’s purpose?

Who is the intended audience?

What is the big idea/central theme of the video?

Does it have a plot? If not, should it? If so, is it effective and why?

How is the film shot? What angles are used? How many different shots are included? How is it paced? How does the editing contribute to the pace? How do the editing and pace contribute to the central theme/big idea?

Is music used? If so, when, where, and how? What purpose does the music serve?

What graphics are used? Where are they placed? What fonts and colors are used? Where on the screen are the graphics placed? Do they move?

Do the elements come together to make this an effective video? If yes, how so? If not, why not?

Evaluate and Judge

Literary Influences

Chapters 13 and 15

“Of what a strange nature is knowledge! It clings to the mind, when it has once seized on it,

like a lichen on the rock.”—(86)

During his stay in the hovel, the creature learns essential survival skills – how to communicate and how to read. His interpretation of the world is formed with the assistance of the influence of these literary works. As we learn, his view of humanity is limited by these influences and he does not form a completely accurate picture of the world as a result. Your job is to evaluate the texts by which the creature is influenced and create a more thorough understanding of the world through the addition of other works of art.

Creature’s Reading List

|  |  |
| --- | --- |
| Name of Text | Lessons Learned |
|  |  |
|  |  |
|  |  |
|  |  |

Your list for creature

|  |  |  |
| --- | --- | --- |
| Type of Work  | Name of Work | Lessons to be Learned |
| Poem |  |  |
| Song |  |  |
| Movie |  |  |
| TV Show |  |  |
| Cartoon |  |  |
| Novel |  |  |
| Short Story |  |  |

Analyze and Interpret

Charting *Frankenstein*

Based on the Niemeyer Chart, you will create a chart that pictorially demonstrates a variety of elements of the novel.

|  |  |  |  |
| --- | --- | --- | --- |
| Element | Walton’s Story | Victor’s Story | Creature’s Story |
| Theme(s) demonstrated |  |  |  |
| Important Quote |  |  |  |
| Romantic Elements |  |  |  |
| Enlightenment Elements |  |  |  |
| Characterization |  |  |  |
| Key noun |  |  |  |

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Frankenstein Double-Bubble Chart

Directions: As we read the novel, you are to record key information about your provided character. In addition to elements of his character and key plot events, record key quotations either said by or about your character. It is important you keep up on this project as the information will be used at a later time in another project. The entire chart needs to be filled out by the end (you may use additional sheets if necessary).

My character is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Information | Page Number |
|  |  |
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*Frankenstein* Reading Notes

|  |  |
| --- | --- |
| General Considerations: | Notes: |
| Historical Allegory |  |
| Author Allegory |  |

|  |  |
| --- | --- |
| Diction Study | Notes/page #/context |
| “monster” |  |
| “creature” |  |
| Other names for creation |  |
| Frank(enstein) |  |

|  |  |
| --- | --- |
| Section | Notes |
| Letters I – IV Focus: “religious” terms, references to Enlightenment ideals, references to Romanticism ideals |  |
| Chapters 1-3Focus: |  |
| Chapters 4-6Focus: |  |
| Chapters 7-10Focus: |  |
| Chapters 11-12Focus: |  |
| Chapters 13-17Focus: |  |
| Chapters 18-19Focus: |  |
| Chapters 20-21Focus: |  |
| Chapters 22-24Focus: |  |

|  |  |
| --- | --- |
| Themes to Consider: | Notes/Page #/Comments |

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*Frankenstein* Aphorism Project

Aphorisms are short statements of advice or truths about life (like “A penny saved is a penny earned.”) In your group, read each of the aphorisms listed below and explain what each means and how it relates to the novel. Focusing on who the advice serves best and what happened in the novel that demonstrates this isn’t something the character knew/did/etc.

**Part 1**

**Aphorisms:**

The wise man always judges himself as being responsible for all he does.

Even when it is no longer capable to realize this, the demonic human being is and remains an absurdity responsible of the state in which it indulges itself.

When we finally become capable to understand that, in reality, we are the artisans of our own unhappiness, we may say that we are ready to take an important step on the path of happiness.

Each of us experiences in the present what he/she has already chosen in the past and, beyond appearances, our future will depend extremely much on the choices we make in the present.

**Part 2**

**Aphorism for Victor and Creature:**

Use the internet (a phone in class in fine for this assignment) to find an appropriate aphorism (not one used above) for Victor and one for the creature. Explain why your choice is appropriate is for each.

Victor:

Creature:

*Frankenstein*

Creature Diction and Argument Structure

Now that we have heard the creature’s side of the story, it becomes evident that contrary to popular legend, the creature is intelligent, articulate, and compassionate. Complete the 2 parts of this worksheet and turn in at the end of the hour.

**Part 1:**

Diction study. List the words the creature uses to describe himself and other humans, making sure to use quotation marks and indicate the page number. Is he accurate in his assessment? Explain your answer.

**Part 2:**

Argument Structure. Use the back if necessary, but indicate (bullet-points are fine) the creature’s request and argument of justification to Victor. Analyze the effectiveness of the argument by labeling each point the creature makes as ethos, logos, or pathos and grade his argument justifying (in sentence form) the grade you give him.