# Frankenstein Lesson Plans
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Lesson: Nobody Says, “It’s Alive!” (anticipation guide)

Key standard: SL1 Comprehension and Collaboration (discussion)
SL9-10.1 “Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.”

Into: What do you know or think about Dr. Frankenstein and his monster? Think about everything from Halloween costumes to movies to books.

“It’s Alive! - Frankenstein Movie Clip” (4 minutes) from Universal
While films like these are fun and often ingenious, we should probably forget all about them when we read the original novel by Mary Shelley.

Through:
Frankenstein’s monster is a cultural icon, but the original novel is a thought-provoking and influential piece of Romantic literature. The novel highlights the themes of the Romantic movement by opposing the inhumanity of reason, science, and industrial society. For many, *Frankenstein* is the first example of science fiction as we know it.

Key theme subjects in *Frankenstein*

<table>
<thead>
<tr>
<th>Rebellion</th>
<th>Nature</th>
<th>Guilt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassion</td>
<td>Science / industry</td>
<td>Isolation</td>
</tr>
<tr>
<td>Appearances</td>
<td>Justice</td>
<td>Companionship</td>
</tr>
<tr>
<td>Playing God</td>
<td>Knowledge / discovery</td>
<td>Parenthood</td>
</tr>
<tr>
<td>Personality development</td>
<td>Revenge</td>
<td>Ambition</td>
</tr>
<tr>
<td>Hubris / excessive pride</td>
<td>Fate</td>
<td>Evil</td>
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</table>

If your unit will end with a culminating task, introduce the task now. Let students know what they can do as they study the novel to prepare for success. Encourage students to “cheat” by taking notes on symbolism, a specific theme, characterization, or whatever final task will address.

Group discussion:
1) Complete the *Frankenstein Anticipation Guide* on your own.
2) Share and discuss your responses.
3) Choose one of your discussions to share with the class.

Anticipation guide discussion topics:
Science fiction, ambition, nature vs. nurture, the value of science and industry, emotions, appearances, spending time in nature, revenge, parenthood, narrative effects, and prior knowledge of Frankenstein’s monster.
## Frankenstein Anticipation Guide (PDF)

### Connected reading:
- **“How a Teenage Girl Became the Mother of Horror”** (3 pages) from National Geographic
- **“How Romanticism rebelled against cold-hearted rationality”** (4 page) from The Conversation
- **Helpful clip:** “Everything you need to know to read Frankenstein” (6 minutes) from TED-Ed

**Clip previews the plot and gives historical context.**

### Beyond:
Based on today’s discussion, make some wild guesses about how the original *Frankenstein* will be different from what is shown in popular culture.

Which of the discussion prompts is most interesting to you? Explain.

Which theme subject will you address in your culminating task? Why did you select this theme subject?

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<table>
<thead>
<tr>
<th>Name: ________________________________</th>
<th>The way someone looks is not really important.</th>
<th>Agree / disagree / qualify</th>
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</thead>
<tbody>
<tr>
<td>Respond:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>The most important thing in life is to be an important person. Achieving greatness is even more important than enjoying life, having friends, or acting morally.</th>
<th>Agree / disagree / qualify</th>
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</thead>
<tbody>
<tr>
<td>Respond:</td>
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</table>

<table>
<thead>
<tr>
<th>People are shaped by their experiences. The way a person thinks and acts is merely a result of how life has treated them.</th>
<th>Agree / disagree / qualify</th>
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</thead>
<tbody>
<tr>
<td>Respond:</td>
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</table>

<table>
<thead>
<tr>
<th>Science and industry lead to disaster. Humankind would be happier if we lived simpler lives in harmony with nature.</th>
<th>Agree / disagree / qualify</th>
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</thead>
<tbody>
<tr>
<td>Respond:</td>
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</table>

<table>
<thead>
<tr>
<th>It is important to feel emotions powerfully. Whether you are feeling guilt, love, sadness, horror, or joy, you should go big!</th>
<th>Agree / disagree / qualify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>I enjoy spending time in nature. Spending time in nature is good for my mental health.</th>
<th>Agree / disagree / qualify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond:</td>
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</table>

<table>
<thead>
<tr>
<th>Revenge is completely pointless. Nothing can be gained through it.</th>
<th>Agree / disagree / qualify</th>
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</thead>
<tbody>
<tr>
<td>Respond:</td>
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<table>
<thead>
<tr>
<th>Parents have a duty to love their children no matter what.</th>
<th>Agree / disagree / qualify</th>
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<tr>
<td>Respond:</td>
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<table>
<thead>
<tr>
<th>I enjoy stories that include mystery, suspense, tension, and surprise.</th>
<th>Agree / disagree / qualify</th>
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<tr>
<td>Respond:</td>
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<table>
<thead>
<tr>
<th>I can already describe the monster of Mary Shelley’s Frankenstein!</th>
<th>Agree / disagree / qualify</th>
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<tbody>
<tr>
<td>Respond:</td>
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</table>
Lesson: Getting Romantic with Art

**Key standard:** SL4 Presentation of Knowledge and Ideas
SL9-10.4 “Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.”

**Into:** What do you think of when you hear the word Romantic? (Let’s keep it PG, people.)

*Explain that we are not talking about romance novels but Romantic novels. Romanticism is more about death, horror, and sublime joy than candle-lit dinners.*

**Through:** “Romanticism can be seen as a rejection of the precepts of order, calm, harmony, balance, idealization, and rationality that typified Classicism in general and late 18th-century Neoclassicism in particular. It was also to some extent a reaction against the Enlightenment and against 18th-century rationalism and physical materialism in general. Romanticism emphasized the individual, the subjective, the irrational, the imaginative, the personal, the spontaneous, the emotional, the visionary, and the transcendental.” (*Encyclopedia Britannica*)

What does Romanticism look like? We will analyze art from the Romantic movement.

*Romanticism in Fine Art (PDF)*

- Caspar David Friedrich, *Wanderer Above the Sea of Fog*, 1818
- Eugène Delacroix, *Liberty Leading the People*, 1830
- Francisco de Goya, *Saturn Devouring his Son*, 1823
- Théodore Géricault, “The Raft of the Medusa,” 1819
- Thomas Cole, *Youth* (*The Ages of Life* series), 1842
- Henry Wallis, *The Death of Chatterton*, 1856
Group Task:

1) Choose one piece of art to analyze.
2) Write your analysis. (Don’t get frustrated, have fun with it.)
   a) Purpose and audience
   b) Subject (what is being portrayed)
   c) Emphasis (What aspects are the main foci? How do you know?)
   d) Tone (the artist’s attitudes toward the subjects)
   e) Feeling or theme
   f) Style (the techniques the artist uses to communicate)
3) Research the work (if time allows).
4) Present your expertise. Connect the artwork to the ideas of Romanticism.

Connected reading: “Summary of Romanticism” (4 pages) from The Art Story

Helpful clip: “Introduction to the Romantic Movement” (10 minutes) by Martin Travasse
Explains the roots of the movement and its central ideas.

Beyond:
Why do you think the Romantics wanted to reject reason, science, industry, and order?
What were they seeking?

Does the art of Romanticism appeal to you? Choose one of the examples shown in class to help illustrate your answer.
Lesson: Giving Sci-fi a Try

**Key standard:** RL3 Key Ideas and Details (interacting elements)
RL11-12.3 “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).”
*Also, RL2 Key Ideas and Details (theme development)*

**Into:** What are your thoughts on science fiction? (Do you like it? What makes something science fiction? Can it be important, or is it just for fun?)

**Through:**
Class chart: What are some of the common features of sci-fi?

Science fiction has often struggled to be taken seriously. While some examples of sci-fi are pure entertainment, other examples explore important themes about technology, reality, humanity, and the future. In fact, there are many examples where real scientists use the hypothetical elements of sci-fi to guide their pursuits.

We will start by analyzing a sci-fi narrative. Then we will create our own original examples.

**GIVING SCI-FI A TRY**

Name: ____________________________

**Part 1: Analyzing Sci-fi**

Title: ____________________________

**Sci-fi premise or setting** (E.g., The setting is a space station that orbits Earth. The space station is like a giant, indoor city. The inhabitants never visit Earth because...)

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<tr>
<th>Sci-fi premise or setting</th>
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**Literary elements**

Mood: ____________________________

Conflict: _______________________

Plot: __________________________

Main character(s): ____________________________

Symbolic elements (symbol, motif, or allegory):

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<tr>
<th>Symbolic elements</th>
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**Sci-fi elements** (anything to do with science, technology, or the future)

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<th>Sci-fi elements</th>
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**Questions posed** (E.g. What would happen if Earth was uninhabitable?)

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<th>Questions posed</th>
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**Theme** (What is the message? How do the science fiction elements help develop the theme?)

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<th>Theme</th>
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**Giving Sci-fi a Try Handout (PDF)**
You can choose any science fiction short story for this task, but “Super-Toys Last All Summer Long” works well as it poses questions about humanity and parental responsibility.

Group task:
- Read “Super-Toys Last All Summer Long” (8 pages) by Brian Aldiss.
- Discuss the story in order to complete the analysis page.
- Share your response to the last section with the class.

Creative writing:
- Brainstorm a list of ideas to inspire an original sci-fi story.
- Choose an idea and create a plan for the narrative.
  - Science fiction premise
  - Literary elements
    - Mood
    - Conflict
    - Plot
    - Main character(s)
    - Symbolic elements (symbol, motif, or allegory)
  - Theme development

If you prefer students approach the topic through nonfiction articles, have them argue the value of science fiction as a genre.

“Why Science Fiction Authors Can’t Win” (5 pages) from Galactic Brain
“Why Science Fiction Matters” (4 pages) from New America Foundation
“Science fiction triggers ‘poorer reading’, study finds” (3 pages) by Alison Flood
“Why Science Fiction is the Most Important Genre” (3 pages) from WIRED

Beyond:
Complete your sci-fi story idea (Part II of the handout) and be prepared to share your idea with the class.

Following your concept from the handout, draft your original sci-fi story.
Frankenstein quiz 1: Letters - Ch. 5

1) The first letters included in the novel are written by...
   A. Dr. Frankenstein.
   B. Dr. Frankenstein’s sister, Elizabeth.
   C. An explorer on a ship.
   D. A detective investigating murders.

2) At the beginning of the book, Dr. Frankenstein and his monster are traveling by...
   A. Sloop (a sailing ship).
   B. Sledge (a type of sled).
   C. Surrey (a horse-drawn carriage).
   D. Steam train.

3) Dr. Frankenstein decides to tell his story because he wants...
   A. The world to learn from his experiments.
   B. Walton to think about consequences.
   C. To confess his sins and be forgiven.
   D. The authorities to solve the murders.
   E. Trick Question! He never tells.

4) Young Victor’s childhood is best described as...
   A. Cruel and harsh.
   B. Privileged but lonely.
   C. Poor but happy.
   D. Rich and happy.

5) Young Victor is different from other kids as he is especially interested in...
   A. Death.
   B. Science.
   C. Romance / falling in love.
   D. Evil spirits and demons.

6) What role does Elizabeth play in the Frankenstein family?
   A. She is the model of goodness.
   B. She is the taskmaster who drives the others to succeed.
   C. She is treated like a lowly servant.
   D. She is the adventurer who is always getting into trouble.

7) Victor’s views and attitude are greatly changed when he...
   A. Loses his sister to illness.
   B. Investigates a lightning strike.
   C. Watches a public execution.
   D. Nearly drowns.

8) Dr. Frankenstein reveals that the secret to bringing the dead to life is...
   A. Electricity.
   B. Stealing life from living beings.
   C. Magnetism (magnets).
   D. Trick question! He keeps the secret.

9) What is Dr. Frankenstein’s initial (first) reaction to the creature?
   A. He feels joy in his accomplishment.
   B. He is horrified and feels instant regret.
   C. He pities it and wants to help it.
   D. He is optimistic that the creature will learn to be human.

10) How does Dr. Frankenstein dispose of his creature?
    A. He leaves it in an insane asylum.
    B. He leaves it to drown in the river.
    C. He buries it alive in a deep grave.
    D. He allows it to wander away on its own.
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    D. He allows it to wander away on its own.
Frankenstein reading quizzes ANSWER KEY

Frankenstein quiz 1: Letters - Ch. 5
1) C
2) B
3) B
4) D
5) B
6) A
7) B
8) D
9) B
10) D

Frankenstein quiz 2: Chs. 6-12
1) D
2) A
3) C
4) B
5) A
6) B
7) C
8) D
9) C
10) B

Frankenstein quiz 3: Chs. 13-19
1) A
2) D
3) B
4) C
5) C
6) A
7) C
8) C
9) D
10) C
*Frankenstein* quiz 4: Chs. 20-24

1) C
2) D
3) A
4) B
5) D
6) C
7) A
8) B
9) A
10) C
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## Culminating Tasks (11)

- **Theme Development in Frankenstein (essay)**
- **Themes of Frankenstein (presentation)**
- **The Creature and His Creator (characterization essay)**
- **Structure and Point of View (informative essay)**
- **Frankenstein in Context (informative essay)**
- **Romanticism and Frankenstein (explanatory essay)**
- **Allusions in Frankenstein (presentation)**
- **Shelley’s Word Choice (presentation)**
- **Symbolism in Frankenstein (presentation)**
- **Analyze Unfamiliar Science Fiction (organizer)**
- **Imagery in Frankenstein (explanatory essay)**

## Extension Tasks (18)

### Creative Writing

- **Science Fiction Short Story (creative writing)**
- **Gothic Tales of Horror (narrative)**
- **Creating Imagery (creative writing)**
- **Plan a Frame Tale (organizer)**
- **Point of View Shift (creative writing)**

### Argument

- **Dr. Frankenstein on Trial (debate)**
- **Science Run Amuck! (opinion essay)**
- **How Sexist is Frankenstein? (argumentative essay)**

### Performance / Exhibition

- **A Monster Monologue (performance)**
- **Frankenstein Fine Art (exhibition)**
- **Romantic Poetry Open Mic (performance)**
- **Frankenstein Adaptation for the Stage or Screen (script)**
- **Scenes of Ambition (skit)**
- **Frankenstein Frames (class exhibit)**

### Research / Informative

- **Frankenstein’s Context Research Project (presentation)**
- **Comparing Frankenstein’s: 1818 vs. 1931 (essay)**
- **Theories of Personality (research report)**
- **Read and Share: Science Fiction (presentation)**
Allusions in *Frankenstein* (presentation)

RL9 Integration of Knowledge and Ideas (source materials)
SL4 Presentation of Knowledge and Ideas (organizing)
SL5 Presentation of Knowledge and Ideas (strategic use of media)

Shelley consistently alludes to past literature in *Frankenstein*. Her allusions to Prometheus, *Paradise Lost*, “The Rime of the Ancient Mariner,” etc. are a form of shorthand; the knowledgeable reader can access the ideas upon which Shelly builds.

**Choose one allusion from *Frankenstein* to analyze, and present your expertise.** You may have to perform some outside research and reading to fully understand the allusion. You will be graded on how well you explain the use of source materials, organize your ideas, and include helpful and/or engaging media.

### Allusions in *Frankenstein*

- Prometheus
- “The Rime of the Ancient Mariner”
- *Paradise Lost*
- *The Bible*
- *The Sorrows of Young Werther*
- “Mutability” by Percy Shelley
- Plutarch’s *Lives*
- "Lines Written a Few Miles Above Tintern Abbey"
- *One Thousand and One Nights* (Chapter 4)
- Dante’s *Inferno* (Chapter 5)
- The Myth of Icarus (Chapter 24)
- “The Old Familiar Faces” by C. Lamb (Chapter 3)

**Collect textual evidence:** [ANALYZING TEXTUAL EVIDENCE](#)

**Gain insight:**

What connotations (thoughts and feelings) might this allusion evoke in the reader?
What are the connections between the source material and *Frankenstein*?
Does the allusion help the reader understand the narrative elements (character, setting, etc.)?
Are there thematic connections?
Does the allusion encourage the reader to make predictions?
Does the allusion help establish the mood?

**Organize your presentation:** A presentation is like an informational essay, and each slide is like a paragraph. However, a slide should never look like a paragraph (more like a main idea and a list of ideas the speaker will explain).

- **Introduction** (Grab attention, state the main idea, and preview supporting ideas.)
- **Body** *(Each slide is a supporting idea.)*
  - Each slide or section should have a clear focus (a symbol, word choice, an allusion, a character, a plot event, a key excerpt, a comparison, etc.).
  - Include textual evidence with analysis.
- **Conclusion** (Restate main idea, review supporting ideas, and make a connection.)

**Include helpful media:** Artwork inspired by the source material might be appropriate.
Dr. Frankenstein on Trial (class debate)
W1A Writing Argument (organization)
SL3 Comprehension and Collaboration (evaluate point of view and reasoning)

The class will debate how responsible Dr. Frankenstein is for the mayhem of the novel.

You will be graded on how well you organize a formal argument and collaborate with your team.

Resolution:
“Dr. Frankenstein deserves the blame for the tragic events in *Frankenstein.*”

**DEBATE PLANNING PAGE**

**Individual stage:**

1) Brainstorm reasons why the doctor is guilty and reasons why the doctor is innocent.
2) Choose one point to argue in a detailed paragraph. Include evidence from the novel.
3) Anticipate an objection that someone might make to your point.
4) How would you respond to this counterargument?
5) Join a side. (If the sides are very uneven, challenge yourself to argue against your first choice. Remember that skilled lawyers can argue both sides.)

**Group stage:**

6) Collaborate with your group to plan the argument. Decide which points are key to present in the debate. Refine and add to ideas from the individual stage.

Organize the argument: claim, reason 1 with evidence, reason 2 with evidence, reason 3 with evidence, address counterclaims, and conclusion.

7) Sides alternate in presenting the parts of their respective arguments.
8) Sides take turns to give rebuttals (responding to counterclaims).
9) Write a reflection and decide which side won the debate. If you feel that the other side argued more effectively, be gracious and recognize their success.
Frankenstein Fine Art (exhibition)
RL7 Integration of Knowledge and Ideas (comparing works)
W2D Informative Writing (precise language and vocabulary)

You will create an original work of art (sketch, collage, graphic design, painting, sculpture, etc.) inspired by *Frankenstein*. Choose one or more elements from the novel (a theme, image, symbol, allusion, character, mood, or event) to explore artistically.

You will be graded on your ideas and explanations (not your artistic abilities). Make sure to **compare your work to the original novel and use precise language and terminology.**

Right: *Saturn Devouring His Son* by Francisco de Goya (*circa* 1820, public domain)

1: **Brainstorm ideas for the subject.**

2: **Consider meaning and treatment.**
How will your composition emphasize or modify the original element or meaning?

**Art terms and considerations**
- Subject (what is being portrayed)
- Medium (materials and techniques)
- Emphasis (what aspects are the main foci and how a viewer knows)
- Tone (the artist's attitude toward the subject)
- Mood (the feeling created for the viewer)
- Feeling or theme (what the artist wants to communicate)
- Style (the techniques the artist uses to communicate)
- More art terms: line, shape, value, motion, texture, space, scale, balance, contrast, etc.

3: **Create your art.**
You might create a painting, sketch, digital graphic design, mixed media, or sculpture.

4: **Write your explanation.**
- What element(s) of *Frankenstein* did you explore in your art?
- Why did this facet interest you?
- How does your treatment compare to the original novel?
- Make sure to use language arts terms (theme, mood, symbol, etc.) and artistic terms (subject, medium, technique, etc.)
Romantic Poetry Open Mic (performance)
W10 Range of Writing (variety of writing tasks)
RL6 Craft and Structure (context / point of view)

Romanticism isn’t just about supernatural horrors and emotionally tortured heroes; it’s also about poetry! Of course, there are sensibilities shared by Romantic novelists and Romantic poets. **You will write your own example of Romantic poetry.** You will be graded on how well you *imitate the subjects, moods, and style* of poetry from the Romantic movement.

**What matters to a Romantic poet?**
- Sublime experiences (moments that transcend the self)
- Emotion
- Imagination (horror, fantasy, dreams...)
- Idealism (rejection of dehumanizing industry)
- Nature
- Individuality
- Subjectivism (Intellect and reason are lame; my feelings are everything.)
- Medievalism (Medieval times were cool.)
- Hellenism (Classical Greece is cool.)
- Melancholy (Sadness is cool.)
- Romance (kissy stuff)
- Ornate language

**5 famous Romantic poems:**
- *“I Wandered Lonely as a Cloud”* by William Wordsworth
- *“Sonnet on being Cautioned against Walking on a Headland”* by Charlotte Smith
- *“Darkness”* by Lord Byron
- *“Oh, Come to Me in Dreams, My Love”* by Mary Shelley
- *“Ozymandias”* by Percy Shelley

**Pre-writing:**

<table>
<thead>
<tr>
<th>Subject:</th>
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<table>
<thead>
<tr>
<th>Speaker / point of view:</th>
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<table>
<thead>
<tr>
<th>Main theme or feeling:</th>
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<table>
<thead>
<tr>
<th>Romanticism elements: (See list above.)</th>
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<tr>
<th>Poetry elements that you will emphasize:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q Structure (how you chose to organize the lines and stanzas)</td>
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<tr>
<td>Q Imagery / sensory details</td>
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<tr>
<td>Q Allusions (references to famous works)</td>
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<tr>
<td>Q Figurative language (metaphor, personification, simile, hyperbole, idiom, etc.)</td>
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<tr>
<td>Q Connotations (the feelings and thoughts associated with particular words)</td>
</tr>
<tr>
<td>Q Sound devices (repetition, rhythm, rhyme, alliteration, onomatopoeia, etc.)</td>
</tr>
<tr>
<td>Q Sense of time and place (dialogue, dialect, allusions, and references)</td>
</tr>
<tr>
<td>Q Tone (the speaker’s attitude toward the subject)</td>
</tr>
<tr>
<td>Q Mood (the feeling created for the listener)</td>
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# Frankenstein Unit Test Banks

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<td>11. Foil characters</td>
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</table>
29) It is an important incident for the creature when he finds…
   A. A bag of books.
   B. A wounded deer.
   C. The abandoned castle.
   D. An actor’s chest of costumes.

30) What are two good deeds performed by the creature in *Frankenstein*?
   A. He saves a drowning girl and does some chores.
   B. He spares Elizabeth’s life and puts out a fire.
   C. He leaves the old man at the hospital and captures a criminal.
   D. Trick question! He does no good deeds.

31) How does the De Lacey family lose their wealth and status?
   A. Agatha has a forbidden affair.
   B. Mr. De Lacey (the father) makes a series of terrible investments.
   C. Felix breaks a man out of jail.
   D. Safie is involved in a failed coup (an attempt to overthrow the government).

32) To what does the creature attribute his evil behavior?
   A. He is controlled by demons.
   B. He has been twisted by negative life experiences.
   C. The doctor gave him the brain of an insane murderer.
   D. He has no conception of right and wrong.

33) Why does the doctor decide to create a second creature?
   A. He wants to perfect his methods.
   B. He thinks he can create a virtuous creature to help him destroy the evil one.
   C. He must prove that he is not lying about his achievements.
   D. The monster persuades the doctor to make him a companion.

34) The second creature dies when…
   A. She accidentally starts a fire.
   B. The first creature strangles her.
   C. The doctor shoots her.
   D. Trick question! She is never brought to life.

35) Whom do the authorities arrest for the death of Clerval?
   A. Justine Moritz
   B. Dr. Frankenstein
   C. Elizabeth Lavenza
   D. The creature
   E. Trick question! They believe it was an accident.
25) Which choice accurately shows the framing of the plots (outer to inner) in *Frankenstein*?
   A. The magistrate ⇒ Dr. Frankenstein ⇒ Captain Walton ⇒ William
   B. Justine Moritz ⇒ Dr. Frankenstein ⇒ the De Laceys ⇒ Captain Walton
   C. Captain Walton ⇒ Dr. Frankenstein ⇒ the creature ⇒ the De Laceys
   D. The De Laceys ⇒ The creature ⇒ Captain Walton ⇒ Dr. Frankenstein

26) Which of the following is NOT a type of foreshadowing?
   A. Concrete clues (Chekhov’s gun)
   B. Direct (prophecy)
   C. Climactic clues
   D. Word choice clues
   E. Symbolic / allegorical clues

27) Which source material is NOT referenced by an allusion in *Frankenstein*?
   A. *Paradise Lost*
   B. The Bible
   C. “The Rime of the Ancient Mariner”
   D. *Macbeth*

28) Romanticism as a movement was largely a reaction to…
   A. Shakespeare / Elizabethan culture.
   B. The Enlightenment.
   C. The Dark Ages.
   D. Modernism.

29) “I had an obscure feeling that all was not over and that he would still commit some signal crime, which by its enormity should almost efface the recollection of the past.”
   This excerpt is an excellent example of...
   A. Imagery / sensory details.
   B. Foreshadowing.
   C. Character foil.
   D. Allusion.
   E. Flashback.

30) “…a few shattered pines were scattered around; and the solemn silence of this glorious presence-chamber of imperial nature was broken only by the brawling waves or the fall of some vast fragment, the thunder sound of the avalanche…”
   This excerpt is an excellent example of...
   A. Imagery.
   B. Allusion.
   C. Resolution.
   D. Foreshadowing.
   E. Flashback.
Extended Response Prompts (12)

1) Choose one *Frankenstein* theme subject to analyze in an essay. Put the theme subject in an accurate theme statement and explain how Shelley develops the theme. Use examples from the text (quotations not required) in your analysis.

<table>
<thead>
<tr>
<th>Key theme subjects in <em>Frankenstein</em></th>
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<td>Compassion</td>
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<td>Appearances</td>
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<td>Playing God</td>
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<td>Personality development</td>
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<td>Hubris / excessive pride</td>
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<td>Nature</td>
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<tr>
<td>Science / industry</td>
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<tr>
<td>Justice</td>
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<tr>
<td>Knowledge / discovery</td>
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<tr>
<td>Revenge</td>
</tr>
<tr>
<td>Fate</td>
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<tr>
<td>Guilt</td>
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<td>Isolation</td>
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<td>Companionship</td>
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<td>Parenthood</td>
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<td>Ambition</td>
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<tr>
<td>Evil</td>
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</tbody>
</table>

2) Shelley develops many themes in *Frankenstein*. Identify three major themes from the novel and briefly describe the development of each. (Organizing tip: Write one body paragraph to explain each theme.)

3) Shelly might have Dr. Frankenstein tell his own story from beginning to end. Instead, she employs some structural complications. Analyze the structure of *Frankenstein* and how the structure impacts the telling.

4) Shelley structures the telling of *Frankenstein* as a frame tale. How does she do this? Why does she do this? Explain how Shelley uses the framing device and how the device impacts the telling. (In other words, why not have the doctor tell his own story and leave the captain out of it?)

5) Where does *Frankenstein* fit in literary history? What came before and after? Briefly explain the ideological and historical context of the novel. (Helpful tip: You should have one paragraph on Romanticism.)

6) Choose one allusion from *Frankenstein* to analyze in detail. How does the source material connect to Shelley’s novel? (Think about mood, theme, setting, etc.) What impact does the allusion have on the knowledgeable reader?

<table>
<thead>
<tr>
<th>Allusions in <em>Frankenstein</em></th>
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<tbody>
<tr>
<td>Prometheus</td>
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<tr>
<td>“The Rime of the Ancient Mariner”</td>
</tr>
<tr>
<td><em>Paradise Lost</em></td>
</tr>
<tr>
<td>The Bible</td>
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<tr>
<td><em>The Sorrows of Young Werther</em></td>
</tr>
<tr>
<td>“Mutability” by Percy Shelley</td>
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<tr>
<td>Plutarch’s <em>Lives</em></td>
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<tr>
<td>&quot;Lines Written a Few Miles Above Tintern Abbey&quot;</td>
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<tr>
<td><em>One Thousand and One Nights</em> (Chapter 4)</td>
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<tr>
<td>Dante’s <em>Inferno</em> (Chapter 5)</td>
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<tr>
<td>The myth of Icarus (Chapter 24)</td>
</tr>
<tr>
<td>“The Old Familiar Faces” by C. Lamb (Chapter 3)</td>
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</tbody>
</table>