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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*

<ul style="list-style-type: none">● Prometheus● "The Rime of the Ancient Mariner"● <i>Paradise Lost</i>● <i>The Bible</i>● <i>The Sorrows of Young Werther</i>● "Mutability" by Percy Shelley	<ul style="list-style-type: none">● Plutarch's <i>Lives</i>● "Lines Written a Few Miles Above Tintern Abbey"● <i>One Thousand and One Nights</i> (Chapter 4)● Dante's <i>Inferno</i> (Chapter 5)● The Myth of Icarus (Chapter 24)● "The Old Familiar Faces" by C. Lamb (Chapter 3)
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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.

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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.

Debate Planning Page		Name: _____
Resolution:		
Brainstorm PROS	Brainstorm CONS	
Making a point (Choose one PRO or one CON to analyze in a detailed paragraph.)		

Plan for counter-arguments (Anticipate an objection that someone might make to your point.)		
Address the counterargument (What would you say to the objection?)		

Group Planning (Make sure to decide who will present what.)		
Introduction: The resolution is (true / false) because...		

Point 1	_____	
Point 2	_____	
Point 3	_____	
Possible objections	_____	
Conclusion	_____	

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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.)

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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:

Subject:
Speaker / point of view:
Main theme or feeling:
Romanticism elements: (See list above.)
Poetry elements that you will emphasize: <ul style="list-style-type: none"><input type="checkbox"/> Structure (how you chose to organize the lines and stanzas)<input type="checkbox"/> Imagery / sensory details<input type="checkbox"/> Allusions (references to famous works)<input type="checkbox"/> Figurative language (metaphor, personification, simile, hyperbole, idiom, etc.)<input type="checkbox"/> Connotations (the feelings and thoughts associated with particular words)<input type="checkbox"/> Sound devices (repetition, rhythm, rhyme, alliteration, onomatopoeia, etc.)<input type="checkbox"/> Sense of time and place (dialogue, dialect, allusions, and references)<input type="checkbox"/> Tone (the speaker's attitude toward the subject)<input type="checkbox"/> Mood (the feeling created for the listener)

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Frankenstein Unit Test Banks

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- 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 attempts 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 Lacey ⇒ Captain Walton
 - C. Captain Walton ⇒ Dr. Frankenstein ⇒ the creature ⇒ the De Lacey
 - D. The De Lacey ⇒ 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.

Key theme subjects in *Frankenstein*

Rebellion	Nature	Guilt
Compassion	Science / industry	Isolation
Appearances	Justice	Companionship
Playing God		Parenthood
Personality development	Knowledge / discovery	Ambition
Hubris / excessive pride	Revenge	Evil
	Fate	

- 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?

Allusions in *Frankenstein*

<input type="checkbox"/> Prometheus	<input type="checkbox"/> Plutarch's <i>Lives</i>
<input type="checkbox"/> "The Rime of the Ancient Mariner"	<input type="checkbox"/> "Lines Written a Few Miles Above Tintern Abbey"
<input type="checkbox"/> <i>Paradise Lost</i>	<input type="checkbox"/> <i>One Thousand and One Nights</i> (Chapter 4)
<input type="checkbox"/> The Bible	<input type="checkbox"/> Dante's <i>Inferno</i> (Chapter 5)
<input type="checkbox"/> <i>The Sorrows of Young Werther</i>	<input type="checkbox"/> The myth of Icarus (Chapter 24)
<input type="checkbox"/> "Mutability" by Percy Shelley	<input type="checkbox"/> "The Old Familiar Faces" by C. Lamb (Chapter 3)

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