

Mary Shelley's *Frankenstein*
and the Responsibility of the
Creator to his Creation

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“In a fit of enthusiastic madness I created a rational creature and was bound towards him to assure, as far as was in my power, his happiness and well-being. This was my duty, but there was another still paramount to that. My duties towards the beings of my own species had greater claims to my attention because they included a greater proportion of happiness or misery.”

---Victor Frankenstein¹

“You are in the wrong,’ replied the fiend, ‘and instead of threatening, I am content to reason with you. I am malicious because I am miserable. Am I not shunned and hated by all mankind? You, my creator, would tear me to pieces and triumph; remember that, and tell me why I should pity man more than he pities me?’”

---The monster²

Context

As a conceptual unit, this five-week course of study - centered on Mary Shelley’s classic tale of horror, madness, and science gone wrong - is designed for and targeted at seniors attending Collins Hill High School in Suwanee, Georgia. The community served by the school is adjacent to the sprawling metropolis of Atlanta, indeed close enough to be termed an outer ring suburb. The school accommodates a huge enrollment – over 3800 students, served by over 250 faculty members. This is an enormous population even for its district, Gwinnett County, which is known for its large schools. The students at Collins Hill are predominantly middle-class, although there is some economic diversity. Many students have parents who commute to the city, while others come from families that are more rurally situated.

Racially, the student body is largely white, though the African American population is estimated to be between five and ten percent. There are a fair number of Asian students as well, including first generation immigrants who are learning English

¹ Mary Shelley, Frankenstein, or the Modern Prometheus (New York: Dodd, Mead & Company, 1982) 187.

for the first time. The Hispanic population is not as great as in other Gwinnett County high schools, but present nonetheless.

Socially, Collins Hill is decidedly mainstream. Sports are the most highly visible extracurricular activity, and high school spirit is evident in the clothes worn by many students and the posters that adorn the hallways and lockers. Among the seniors, there is a visible alternative component, but – as is often the case – they are generally overshadowed by the more athletic and preppy cliques. The drama club is award winning, and musical activities also attract a lot of participation. Interestingly, the school seems to have a strong Christian orientation, with an active Fellowship of Christian Athletes club and a striking number of students wearing crosses and religious t-shirts and offering to give religious testimony or to talk about the influence of Christ in their lives.

This unit is intended for a mix of honors- and college preparatory-track English classes, engaged in the spring semester of their senior year. Classes are fifty-seven minutes long, and class size ranges from eighteen to thirty-two, and although one of the classes is composed primarily of boys and another primarily of girls, the gender breakdown is approximately equal. Overall, the classes are overwhelmingly white, with an average of two African American students per class. The honors group has the lowest number of minority students and the fewest boys. Generally, the students in these classes have post-graduation goals that include community colleges, vocational schools, military service, or immediate entry into the workforce. Some are applying to The University of Georgia and other four-year institutions. Based on a survey completed in the fall of this year, over eighty percent enjoy reading *something* outside of school, whether it be car magazines, comic books or classic novels. Academically, most of the students are

² Shelley 125.

passing English, a few with flying colors. On the other hand, many exhibit little to no interest in the English curriculum, and attendance is a chronic problem for a few specific students. On the whole, they are a group of typical older teenagers: restless, bored, socially active, and anxious for life's next challenge.

Rationale

Major Text: Frankenstein, or the Modern Prometheus

Supplemental Texts:

1. "Ozymandias," by Percy Bysshe Shelley. This poem, by Mary Shelley's contemporary and husband, deals with the relative powerlessness of even the most mighty and/or passionate humans. It is relevant to Greek history, Romantic literature, and some of the central themes of this unit. (See Appendix E)
2. "Bush Wants Human Cloning Ban," by Gina Kolata (from The New York Times, Nov. 26th, 2001) and "Two Cheers for Human Cloning," by Sheryl Gay Stolberg (from The New York Times, Dec. 2nd, 2001). These two articles provide various and conflicting perspectives on the current debate around human cloning. (See Appendices F&G)
3. "O sweet spontaneous," by e.e. cummings. This poem deals with the relationship between nature and science. Though it was written more than a century after Frankenstein, the themes of the two works are connected, and the poem shows evidence of the legacy of Romanticism. (See Appendix H)
4. Excerpt from Edith Hamilton's Mythology, regarding Prometheus. In Greek mythology, Prometheus is credited with creating human beings and also with giving fire. This text will be used to shed light on the referential aspect of the title and the work itself and to raise the issue of Victor Frankenstein's arrogance and the nature of the human race.
5. Frankenstein (1931). This cinematic version, directed by James Whale and starring Colin Clive and Boris Karloff, is relevant to the legacy of the novel and the liberties that have been taken with the text. Running time: 71 min.

In his introduction to Mary Shelley's Frankenstein, or the Modern Prometheus, Stephen King suggests that "more people have come to this novel with high expectations that are dashed than perhaps to any other book in the English language."³ The reason for this is that the legacy of Shelley's novel in our culture is, in many ways, more powerful

and compelling than the work itself. One of the greatest advantages of teaching this book is paradoxically also one of its greatest drawbacks. American high school students are almost universally acquainted with the popular images of the monster: monolithic, groaning, bolt-headed, and easily angered. Many will also be familiar with the mad-scientist portrayals of Victor Frankenstein: wild-haired, feverish, and surrounded by test-tubes and beakers. They will approach the novel with enthusiasm, expecting a Stephen Kingesque adventure of murder and horrific beasts. Those who get past the first fifty pages will be satisfied. However, Mary Shelley's epistolary work doesn't offer immediate gratification. Her style is heavily descriptive, employs many archaic words and turns of phrase, and is – quite frankly – often less than thrilling, especially to the average adolescent reader.

However, the work is a tremendously important one, and, all told, excellent material for high school seniors. First of all, Mary Shelley was nineteen years old when she penned this extraordinary tale, the influence of which is still widely felt in our culture. The students for whom this unit is designed are between the ages of sixteen and nineteen, and are grappling with how they will ultimately impact their world. Second, the work is simply possessed of intrinsic literary value. Its structure alone is worth studying as an example of story-telling that increasingly focuses inward (from the Arctic explorer Walton to his sister; from Frankenstein to Walton; from the monster to Frankenstein and back out again, returning at last to Walton's letters home) and is encased in Shelley's telling of the story to us, her audience. Also, the parallels between the lives of the creature and his creator provide another internal structural element that makes the novel more interesting. In terms of literary history, Frankenstein is a prime

³ Shelley 6

example of the Gothic novel and as such, it embodies many central aspects of the Romantic period of English literature, a period that the twelfth grade British Literature curriculum is required to cover. With her use of natural settings as a powerful and fundamental aspect of the novel as well as Victor Frankenstein as the solitary and single-minded protagonist, the author gives us a representative and beautifully written piece of Romantic literature. (Mary Wollstonecraft Shelley herself is a powerful figure in literary history, not only as an artist, but also as the child of two highly influential writers and the wife of another.) Students will read Percy Bysshe Shelley's "Ozymandias" and perhaps other works of Romantic poetry to situate the novel within its Romantic context.

Third, the story of Frankenstein and his creature is more than one of science fiction or horror. The novel confronts universal issues, including human nature (what makes us human?), the power of scientific discovery, and the responsibility of humankind in the context of progress as well as the responsibility of each individual to the rest of his or her kind. These themes apply to current events and issues of which high school students should be aware. Recently, for instance, scientists announced that they had successfully cloned human embryos. This controversy surrounding this advancement will only become more complicated over time. It raises ethical, medical, theological, and legal questions, and responsible members of society will be called upon to be knowledgeable about such scientific advances and their possible repercussions. The examination of Frankenstein and supplemental texts, including articles about the pros and cons of cloning and e.e. cummings's "O sweet spontaneous," in this unit will require students to pose and answer questions about the creation of life and the power of science.

As an additional thematic note, students in this course of study will have recently read and studied Milton's Paradise Lost. They will have considered many issues that accompany creation and its attendant responsibilities. Frankenstein will offer a different perspective on many of these themes – one that comes from a woman, from a different literary period and from a vastly different type of story. Hopefully the adjacent placement of these texts will illustrate the universal nature of the themes. (Also, in Frankenstein, the creature finds a copy of Paradise Lost in the woods and reads it, comparing and contrasting himself with Adam. Students will have a deeper understanding of these passages for having read the latter work.)

Finally, the legacy of the novel is as important as the work itself. One often hears Frankenstein referred to as the inspiration for the genre of science fiction, a group of works especially interesting to teenagers. The cinematic representations of the story are various and, interestingly, most are not overly faithful to the text. “Frankenstein” is a household name in America, and almost always refers to the monster, who is never called by that name in the actual novel. Western culture has adopted the tale and taken countless liberties with it; it is important and interesting for students to see the interconnectedness of cultural icons and the potential far-reaching effects of art. As an example of the ways in which Shelley built on traditions and myths, students will read about Prometheus and consider creation myths and the way these themes endure over time. As an example of the ways in which the novel extended its influence to future generations – and as a conclusion to the unit - students will view the 1931 film version of the novel. They will be able to compare and contrast the book with the film and consider the ways in which we manipulate works of art to create new texts.

In a school and community where one finds such a strong emphasis on Christianity, it might be reasonable to anticipate criticism from parents, students, or other community members regarding the use of mythological texts to stimulate discussion around the creation of man and what it means to be human. I would argue that the religious orientation of the school is its own justification for such an approach. I would not offer any creation myth as truth or as a substitute to Christianity's or other belief systems' views of creation. Rather, students are asked to consider the interconnectedness of cultures and traditions apart from their own and to use their own thoughts and beliefs to examine what it means to be human, what it means to be powerful, and what responsibilities are entailed when we engage in scientific progress.

The debate over cloning is a highly controversial one, and I would expect that some parents and administrators might have reservations about using such a heated topic to address classic literature. In reply, I would try to ensure a neutral and unbiased presentation of the issues and conduct any discussion in a democratic fashion. I would also reiterate that such social debates are only going to become more important and controversial as time goes on, and that as they enter the adult world, it is important for students to consider them. Addressing burning social concerns through literature is one way to make the texts more interesting and to illustrate the universal and timeless nature of the issues. It is important that students see literary works and their themes in a context that connects them to their own lives.

Introduction to the Unit: Opinionnaire, or Priming the Pump

On the first day of the unit, before students have begun reading the primary text, Mary Shelley's Frankenstein, or the Modern Prometheus, they will complete and discuss an opinionnaire (see Appendix A), which consists of ten controversial statements that deal with the unit's central themes. The objective of this activity is to engage students in thought and discussion about human nature, the power of science, ambition and arrogance, and the responsibility of any creator, artist, or scientist to his or her work.

Procedure:

- After daily housekeeping, the teacher will distribute a copy of the opinionnaire to each student and explain the activity: each student is to select the response that *best* corresponds to his or her feelings about a given statement. There are no right or wrong answers, but one is not allowed to opt out of any question. They should be advised to be prepared to discuss their reasoning. The class will be given ten minutes to complete them individually.
- After completing the opinionnaires, students will go over the statements in self-selected groups of three or four, discussing their responses with their peers. Hopefully the experience of articulating their ideas in a small group of peers of their own choosing will be a sufficiently comfortable one to get them talking about the issues. This should take about twenty minutes.
- The remainder of the class period will be spent in teacher-led, whole group discussion of each of the ten statements. However, students should remain physically arranged so that they are with their small groups. The small groups will be called upon to tell the class about the discussion they had around the various statements. In this way, students who might not want to express their own particular views can give an overview of the group's discussion instead. This supports having students voice various perspectives while not putting anyone on the spot involuntarily.

Introduction to *Frankenstein*: In-Class Writing Assignment

Students will be assigned to begin reading Frankenstein on the first night of the unit, and forewarned that there will be a writing assignment based on their readings the next day. This first reading assignment will consist of Walton's letters to his sister at the beginning of the novel. On the second day, the in-class writing assignment will deal with their first impressions and expectations of the book. This activity is meant to give students room to express any misgivings they might have about their interest in the story after the first night's reading. The (relatively) free and open nature of the writing will permit space for them to talk about what they anticipate from the classic monster novel and how these expectations are connected to popular culture. The class will return to these writings at the end of the unit, when we address the legacy of Frankenstein and its place in our psyches and culture.

Procedure:

- After daily housekeeping, the teacher will ask students to spend thirty to forty minutes writing their responses to the following questions about the previous night's reading assignment and their expectations for the rest of the novel. The papers should be relatively informal/journal style – no 5-paragraph themes required – but students should not answer the questions in a 1,2,3... format. The questions can be written on the board or on an overhead.
 1. What did you know about Mary Shelley's Frankenstein before you started reading?
 2. What images of the monster or of the main character (Victor Frankenstein) have you seen (in movies, in plays, on TV, in cartoons, in comic books, at Halloween parties, etc.)?
 3. Based on your prior knowledge of the story, what do predict will happen in the novel? Why?
 4. Based on last night's reading, what do you predict will happen in the novel? Why?
 5. Are you looking forward to reading the rest of the book? Why or why not?
 6. How did you find the first part of the book (easy to read, hard to read, in between, confusing, boring, interesting, etc.)? Why?
- After students have completed their writings, the teacher will ask students to share their thoughts, impressions, predictions, and preconceived notions. The essays will be collected and students will get credit for participation, but not a letter grade. This assignment is simply intended to stimulate discussion about the book and relieve some of the initial frustrations and confusion that often prevent readers from continuing to read Frankenstein.

Lesson Plans

Week 1

Monday

- 10 minutes: housekeeping; distribute copies of Frankenstein
- 10 minutes: individual completion of opinionnaires (see Appendix A)
- 20 minutes: discussion of opinionnaires in small groups
- 15 minutes: discussion of opinionnaires as a class
- 2 minutes: assign homework (Walton's opening letters in Frankenstein) and inform students that there will be an in-class writing assignment the following day

Tuesday

- 5 minutes: housekeeping
- 30 minutes: in-class writing assignment about students' first impressions/expectations of Frankenstein (see page 9)
- 15 minutes: class discussion about students' answers to the questions/their expectations; collect writing assignments
- 5 minutes: introduce journals and distribute handout (see Appendix B)
- 2 minutes: assign homework (Ch. 1&2)

Wednesday

- 5 minutes: housekeeping
- 5 minutes: vocabulary/grammar practice using sentences from Ch. 1&2 (see Appendix C)
- 20 minutes: review of Ch. 1&2 using students' journal entries/questions
- 25 minutes: biographical information on Mary Shelley (lecture format)
- 2 minutes: address concerns about journal assignment; assign homework (Ch. 3-5)

Thursday

- 5 minutes: housekeeping
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 3-5 (see Appendix C)
- 30 minutes: review of Ch. 3-5 using students' journal entries/questions; speculations about the story.
- 10 minutes: introduce Multimedia Group Project and assign groups (see pages 16-18)
- 2 minutes: assign homework (Ch. 6&7); reminder: 1st journals due tomorrow

Friday

- 5 minutes: housekeeping
- 2 minutes: collect journals
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 6&7 (see Appendix C)

- Remaining time: sustained silent reading in Frankenstein; (assign homework – read at least through chapter 9 if not finished in class.)

Week 2

Monday

- 5 minutes: housekeeping
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 8&9 (see Appendix C)
- 40 minutes: read “Ozymandias” as a class; discussion of Romantic literature’s characteristics; relate poem to novel.
- 2 minutes: assign homework (Ch. 10&11)

Tuesday

- 5 minutes: housekeeping
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 10&11 (see Appendix C)
- 40 minutes: small group discussion: role-playing V. Frankenstein and the monster.
- 2 minutes: assign homework (Ch. 12&13)

Wednesday

- 5 minutes: housekeeping
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 12&13 (see Appendix C)
- 10 minutes: introduce Culminating Essay assignment (see pages 14-15)
- 30 minutes: groups meet to work on Multimedia project
- 2 minutes: assign homework (Ch. 14&15)

Thursday

- 5 minutes: housekeeping
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 14&15 (see Appendix C)
- 40 minutes: class discussion of novel using students’ journal entries.
- 2 minutes: assign homework (Ch. 16&17); reminder: journals due again tomorrow.

Friday

- 5 minutes: housekeeping
- 2 minutes: collect journals
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 16&17 (see Appendix C)
- Remaining time: sustained silent reading in Frankenstein; (assign homework – read at least through chapter 19 if not finished in class.)

Week 3Monday

- 5 minutes: housekeeping
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 18&19 (see Appendix C)
- 40 minutes: begin cloning activity – split class in half, have one group read pro-cloning article and the other read con-cloning article. Prepare for in-class debate.
- 2 minutes: assign homework (get ready for debate).

Tuesday

- 5 minutes: housekeeping
- 50 minutes: in-class cloning debate
- 2 minutes: assign homework (Ch. 20-22)

Wednesday

- 5 minutes: housekeeping
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 20-22 (see Appendix C)
- 40 minutes: class discussion of novel up to this point; relate novel to yesterday's cloning debate
- 2 minutes: assign homework (Ch. 23&24)

Thursday

- 5 minutes: housekeeping
- 10 minutes: vocabulary/grammar practice using sentences from Ch. 23&24 (see Appendix C)
- 40 minutes: class discussion of novel using students' journal entries. Reminder: last set of journals due tomorrow.
- 2 minutes: assign homework (Walton's letters at the end of the novel)

Friday

- 5 minutes: housekeeping
- 10 minutes: vocabulary/grammar practice using sentences from Walton's letters at the end of the novel (see Appendix C)
- 42 minutes: end of novel discussion! Discuss the structure of the novel; what did we think overall? Getting ready for group projects and essays.
- No homework!

Week 4

Monday

- 5 minutes: housekeeping
- 10 minutes: read “O sweet spontaneous” as a class
- 30 minutes: small group discussion – relating the poem to Frankenstein
- 12 minutes: groups meet to work on Multimedia projects

Tuesday

- 5 minutes: housekeeping
- 52 minutes: final day for in-class work on Multimedia projects.

Wednesday

- 5 minutes: housekeeping
- 52 minutes: groups present

Thursday

- 5 minutes: housekeeping
- 52 minutes: groups present

Friday

- 5 minutes: housekeeping
- 52 minutes: groups present
- Reminder: Essays due on Wednesday!

*Week 5*Monday

- 5 minutes: housekeeping
- 20 minutes: read Edith Hamilton on Prometheus as a class
- 15 minutes: class discussion – relationship between Prometheus and Victor Frankenstein / creation myths
- 17 minutes: in-class time on essays; students can meet with teacher/peers for help

Tuesday

- 5 minutes: housekeeping
- 52 minutes: in-class time on essays; students can meet with teacher/peers for help

Wednesday

- 5 minutes: housekeeping; collect Culminating Essays
- 35 minutes: watch 1st half of Frankenstein movie
- 17 minutes: discussion about differences/similarities

Thursday

- 5 minutes: housekeeping
- 36 minutes: watch 2nd half of Frankenstein movie
- 16 minutes: discussion about differences/similarities

Friday

- 5 minutes: housekeeping
- 40 minutes: unit wrap-up discussion; return to introductory in-class writing assignments to see how our experiences matched our expectations
- 12 minutes: teacher will return essays and hand out total unit grade sheets to students (see Appendix D)

Culminating Essay Assignment

For four weeks, we have studied Mary Shelley's Frankenstein, or the Modern Prometheus and focused on many themes and central issues, including but not limited to:

- The responsibility of the creator to his or her creation
- The power of science / The pros and cons of progress
- What it means to be human
- The characteristics of Romantic literature and the Gothic novel

As a conclusion to this unit, write an essay (at least 1500 words) in which you address one of the following topics:

- What did Victor Frankenstein owe his creature? Why? Back up your thesis with quotes and evidence from the text.
- Many have called Frankenstein the forerunner of the genre of science fiction. What are the connections between this novel and modern science fiction? What is Shelley trying to tell us about science and man? Back up your thesis with quotes and evidence from the text.
- There are many parallels between the life of Victor Frankenstein and that of his creature. Compare and contrast their experiences as living beings on earth and in nature. Back up your assertions with quotes and evidence from the text.
- How is Frankenstein characteristic of Romantic literature? (The role of nature, the type of protagonist...) What makes it a Gothic novel? Back up your assertions with quotes and evidence from the text.
- Come up with your own topic (for instance, you could research the current debate around cloning and write a paper connecting Frankenstein to this issue.) ***If you choose to come up with your own topic, you MUST get it approved by me at least a week before the due date.

This paper will be worth 30 points of your 100-point unit grade and will be due the last Wednesday of the unit.

The Legacy of Mary Shelley's *Frankenstein*: Multimedia Group Project

---Each class will be divided into groups of 4-6 at the beginning of the second week of the unit. At this point, each group will begin to develop a multimedia project based on the legacy of Frankenstein in our culture. Each student should keep a shoe box, a folder, or some sort of collection of artifacts: clippings, pictures, poems, recorded observations, recorded TV shows, internet findings, etc. that relate to the story of Frankenstein, the monster, the idea of the mad scientist, the Gothic novel, etc. – anything that seems relevant to you (be ready to defend it!) Below are some suggestions for the group project.

- Create a large collage (on butcher paper or several pieces of poster board) on which you artistically represent your artifacts. When you present your collage, you will be asked to explain and defend the pieces/pictures, etc. so keep it relevant. Also, in your presentation, you must relate your findings to the text.
- Create a children's book using pictures, clippings, drawings, and your own interpretation of the novel. You can stray from Shelley's story, but be ready to explain why you did so and in what ways your book is different.
- Create a sculpture or 3-dimensional piece of artwork that incorporates some artifacts and some of your own work. This can be papier mache, clay, styrofoam, whatever seems right to you, but again, be ready to explain and defend your work using the text and your own interpretations.
- Videotape yourselves performing a scene from the book – you can interpret, change the outcome of the scene, put the words into modern language, etc. You will show the videotape in class and explain why you made the choices you did. Note: if you choose this option, each group member must also turn in a small folder or box in which you show me that you have found artifacts throughout the unit.
- Feel free to come up with your own, but if you do so, it **MUST** be approved by me at least a week before your group presents.

Some class time will be provided for work on the project, but most of the work should be done on your own time. Each group will have 20 minutes to present its project.

**Remember – this is a collaborative assignment!

♣*Note on artifacts: If you want to represent something that you've seen on TV or in a movie, you don't necessarily need to bring in the tape. Draw a picture, write a poem, write a description, etc. if that works better with your project.*

**This project will be worth 30 points of your 100-point unit grade.
Presentation dates – To Be Announced.**

The Legacy of Mary Shelley's *Frankenstein*:
Multimedia Group Project

****Each group must turn in one of these sheets
with the project on the day of its presentation.**

Date of presentation: _____

Brief description of project:

Group members:

Name _____

Role(s) _____

Name _____

Role(s) _____

Name _____

Role(s) _____

Name _____

Role(s) _____

Name _____

Role(s) _____

Name _____

Role(s) _____

Rubric for Culminating Essay

Name _____

Points: _____ out of 30

	5	4	3	2
<u>Introduction</u>	Excellent – hooks the reader and thoroughly introduces the topic of your paper.	Sufficient - may not grab reader’s attention, but is interesting and introduces topic.	Average – doesn’t grab reader’s attention and introduces only part of the topic.	Insufficient – doesn’t grab reader’s attention and fails to introduce the topic.
Thesis	Excellent – clear, concise, and properly placed.	Sufficient – may be a bit short or a bit wordy, generally clear, and properly placed.	Average – lacks clarity, is too short or too wordy, and is improperly placed.	Insufficient – confusing or contradictory and improperly placed.
Body	Excellent – supports thesis, includes excellent detail, is well organized, is original, and is of sufficient length.	Sufficient – supports thesis, may lack detail, is well organized, is original, and is of sufficient length.	Average – doesn’t fully support thesis, lacks detail, lacks organization or originality, may not be of sufficient length.	Insufficient – doesn’t support thesis, is disorganized, is not original, and is not of sufficient length.
Quotes/Support	Excellent - many quotes and examples from the text that are relevant to your topic and are properly and documented.	Sufficient – some quotes and/or examples from the text that are relevant to your topic and are properly presented and documented.	Average – a few quotes or examples from the text that are mostly relevant. May not be properly presented or documented.	Insufficient – a few quotes or examples that are irrelevant to your topic and are improperly presented or documented.
Grammar	0-3 errors	4-6 errors	7-10 errors	11-14 errors
Conclusion	Excellent – thesis is revisited and generalizations made that follow from body.	Sufficient – thesis is revisited and some concluding statements made.	Average – thesis is only restated, with no generalizations made or conclusion offered.	Insufficient – thesis is not revisited or restated only confusing conclusions drawn.

30=A+ 29=A 27/28=A- 26=B+ 25=B 24=B- 23=C+ 22=C 21=C- 20=D+ 19=D 17/18=D- 16 and below=F

Rubric for Multimedia Group Project

Group Members _____

Date of Presentation _____

- **Creativity _____ out of 6 Points**
---I'm not judging you as artists, but your projects should show originality, be visually interesting, and exhibit personality and creative effort.
- **Use of Artifacts _____ out of 6 Points**
---You should use a variety of artifacts of different types, and present them in an interesting way. You should not use all magazine clippings, for instance, but mix some clippings with some original work, found poems, etc...
- **Explanation/Defense _____ out of 6 Points**
---You should be able to defend your project adequately – why did you choose the artifacts you did, why did you present them in this way, why did you interpret the story the way you did, etc.
- **Connection to Frankenstein _____ out of 6 Points**
---This is part of your defense – how do your artifacts, your skit, your choice of artistic representation, etc. relate to the text? You cannot do this project adequately without reading the book!
- **Evidence of Roughly Equal Group Member Participation _____ out of 6 Points**
---All group members will receive the same grade, and points will be deducted from all members if you cannot document the participation of each person. This is everyone's responsibility – please document your roles on the sheet I have given you.

Total Points: _____ out of 30

Appendix A: Opinionnaire

The following statements relate to issues that will arise while we're reading Frankenstein and the other texts in this unit. Please circle the response that *best* describes your feelings about each statement.

1. Scientific advances/discoveries always benefit humankind.

Strongly Agree Agree Disagree Strongly Disagree

2. An inventor is responsible for what people do with his or her invention.

Strongly Agree Agree Disagree Strongly Disagree

3. Cloning animals is morally wrong.

Strongly Agree Agree Disagree Strongly Disagree

4. Cloning human beings is morally wrong.

Strongly Agree Agree Disagree Strongly Disagree

5. A person who tries to create another person in a laboratory is trying to “play God.”

Strongly Agree Agree Disagree Strongly Disagree

6. Sometimes people do bad things for good reasons.

Strongly Agree Agree Disagree Strongly Disagree

7. Human beings are superior to other animals.

Strongly Agree Agree Disagree Strongly Disagree

8. All living creatures deserve respect.

Strongly Agree Agree Disagree Strongly Disagree

9. Some people are born to do bad things.

Strongly Agree *Agree* *Disagree* *Strongly Disagree*

10. Capital punishment is morally wrong.

Strongly Agree *Agree* *Disagree* *Strongly Disagree*

Appendix B: Reader's Journals

While reading Frankenstein, you will be expected to keep a running journal that follows your experience with the text. You don't need to write a plot summary; rather, make notes about:

- What impressed you
- What you were thinking as you read
- What you liked
- What you hated
- What you didn't understand, etc.
- Also, jot down any questions you might want to pose in class when we discuss the reading.

Obviously, you don't need to cover all of these bases in each entry. Simply record what was important/confusing/interesting to you about each night's reading. These journals will be taken up and graded each Friday for three weeks. **To get full credit**, your entries must show not only that you read the chapters, but that you were *thinking while reading*. I don't expect you to understand everything, but I do expect you to write down the questions you have and record the most striking parts in the reading (in your opinion). You should keep your journal on loose-leaf paper so that you can continue to write while I grade the entries from the previous week. Also, please keep your entries in chronological order and put the date and chapter numbers on each one.

Sample Entry:

Sarah Mann

Feb. 7th, 2002

Frankenstein, Ch. 6&7

---Victor got a letter from Elizabeth in chapter 6, and I think it's wrong that he hasn't written to his family. I know that he has been sick, but I don't understand why. Is he crazy?

---I'm wondering what happened to the monster. Why doesn't Frankenstein care? He's happy that the monster escaped, but after all his work, doesn't he wonder what happened to him?

---Frankenstein's little brother is dead! Now he has to go home, and I'm glad because he has been away for six years. I can't imagine not seeing my family for so long.

---Justine is accused of murder. I think they will find her innocent because Victor thinks his creature is the murderer – if he is, how did he find the family in Switzerland? I can't wait to see what happens next!

♣ You don't need to have an entry for the first reading assignment (the letters at the beginning of the novel) because your in-class writing assignment will cover that.

♠ These journals will be worth 15 points (5 per week) out of 100 possible for the unit.

Appendix C: Vocabulary and Grammar Exercises

In order to cover grammar and vocabulary throughout the unit, most days during the time that students will be reading Frankenstein will include 10 minutes or so for grammar and vocabulary activities derived from the text (see Lesson Plans, pages 10-14).

Students will be expected to volunteer answers and participate in discovering meanings of words through context, prior knowledge, and dictionaries. 5% of their total unit grade will be based on this participation, as monitored by the teacher.

Sample grammar and vocabulary exercises:

From Ch. 6&7

Fix the errors in the following sentences:

- “Justine, you may remember, were a favorite of your; and i recollect you once remarked that if you was in a ill humour, one glance from Justine could disipate it, for the same reason Ariosto gives concerning the beauty of angelica – she look so frank hearted and happy”
- “nothing in human shape could have destroy that fair child. *He* were the murderer! I could not doubted it. The mere presence of the idea was a irresistable proof of the fact.”

Find the missing words from the following sentences in your text; then, discover their meanings:

- “M. Krempe was not equally (docile); and in my condition at that time, of almost (insupportable) sensitiveness, his harsh, blunt (encomiums) gave me even more pain than the benevolent (approbation) of M. Waldman.”
- “A being whom I myself had formed, and (endued) with life, had met me at midnight among the (precipices) of an inaccessible mountain.”

These activities will be presented on the overhead projector or white board and completed individually and then as a class.

Appendix D: Unit Grading Sheet

Student's Name _____

1. *Attendance and Participation (25 points)*

- Completion of opinionnaire activity: ____ out of 5 points.
- Completion of introductory writing assignment: ____ out of 5 points.
- Participation in discussions and debate: ____ out of 10 points.
- Participation in daily vocab. and grammar exercises: ____ out of 5 points.
- Points deducted for excessive unexcused absences: ____.

Total: ____ out of 25 points.

2. Reader's Journals (15 points)

- Week 1: ____ out of 5 points.
- Week 2: ____ out of 5 points.
- Week 3: ____ out of 5 points.

Total: ____ out of 15 points.

3. Culminating Essay (30 points)

---See pages 15-16.

Total: ____ out of 30 points.

4. Multimedia Group Project (30 points)

---See pages 17-19.

Total: ____ out of 30 points.

Student total _____ out of 100 points. Letter grade _____.

<u>Total Unit Points →</u>	
<i>Letter Grade</i>	
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
< 60	F

Appendix E

“Ozymandias” by Percy Bysshe Shelley

**I met a traveler from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert...Near them, on the sand
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed:
And on the pedestal these words appear:
“My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!”
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.**

**(Appendices F & G not available here – can be found at
nytimes.com)**

Appendix H

O sweet spontaneous
 earth how often have
 the
 doting

fingers of
 prurient philosophers pinched
 and
 poked

thee
 , has the naughty thumb
 of science prodded
 thy

beauty . how
 often have religions taken
 thee upon their scraggy knees
 squeezing and

buffeting thee that thou mightest conceive
 gods
 (but
 true

to the incomparable
 couch of death thy
 rhythmic
 lover

thou answerest

them only with

spring)

---e.e. cummings