



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Frankenstein

based on the book by

Mary Shelley

Written by

Mary B. Collins

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TABLE OF CONTENTS - *Frankenstein*

| | |
|---|-----|
| Introduction | 5 |
| Unit Objectives | 7 |
| Reading Assignment Sheet | 8 |
| Unit Outline | 9 |
| Study Questions (Short Answer) | 13 |
| Quiz/Study Questions (Multiple Choice) | 21 |
| Pre-reading Vocabulary Worksheets | 37 |
| Lesson One (Introductory Lesson) | 53 |
| Nonfiction Assignment Sheet | 56 |
| Oral Reading Evaluation Form | 59 |
| Writing Assignment 1 | 61 |
| Writing Assignment 2 | 64 |
| Writing Assignment 3 | 71 |
| Writing Evaluation Form | 62 |
| Vocabulary Review Activities | 72 |
| Extra Writing Assignments/Discussion ?s | 66 |
| Unit Review Activities | 76 |
| Unit Tests | 79 |
| Unit Resource Materials | 111 |
| Vocabulary Resource Materials | 125 |

A FEW NOTES ABOUT THE AUTHOR
MARY W. SHELLEY

SHELLEY, Mary Wollenstonecraft (Godwin) 1797-1851 Mary Shelley was born on August 30, 1797, in London, England. She was the daughter of a politically radical, literary couple who married just a few months before her birth to protect her legal status. Her father, William Godwin, was a philosopher and writer. Her mother, Mary Wollenstonecraft Godwin, author of *A Vindication of the Rights of Women*, was well-known for her feminist views. Mary never knew her mother, as she died a few days after giving birth. Mary Shelley received no formal early education. Instead, she was taught at home by her father. She listened to discussions by literary talents of the time, and read from her father's large library. As a child, she also enjoyed writing and daydreaming. At the age of fifteen she was sent to live in Scotland.

When she was seventeen, Mary eloped to France with noted poet Percy Bysshe Shelley. Percy Shelley was, at that time, still married to his first wife, and the father of two small children. Their scandalous act was not approved of in English society.

Mary and Percy Shelley spent the summer of 1816 in Switzerland, and were neighbors of Lord Byron. It was during this time that she began writing *Frankenstein*. They were married in January of 1817, just a few weeks after Shelley's first wife committed suicide. On March 11, 1818, *Frankenstein* was published anonymously. The book received mixed reviews. Mary and Percy Shelley had five children in eight years, although only the last child, Percy Florence Shelley, lived to adulthood.

Also in March, 1818, the couple moved to Italy because of Percy Shelley's poor health. It was during this year that two of the children died. In 1822, Percy Shelley was sailing his boat when he was lost in a storm at sea. His body was found a few days later.

After her husband's death, Mary Shelley and her son returned to England. By that time her second novel, *Valperga*, and a dramatic adaptation of *Frankenstein* were both gaining in popularity. In 1824 she edited *Posthumous Poems*, a collection by Percy Shelley. She continued writing articles and stories for *Westminster Review*, the *Keepsake*, and other periodicals, editing Percy Shelley's works, and writing her own novels. In this way she was able to support herself and her son. Her other works include *History of a Six Weeks' Tour*, 1817; *Valperga, or the Life and Adventures of Castruccio, Prince of Lucca*, 1823; *The Last Man*, 1826; *The Fortunes of Perkin Warbeck*, 1830; *Rambles in Germany and Italy*, 1844; and *The Choice: A Poem on Shelley's Death*, edited by H. B. Forman, 1876. Several volumes of her letters were published after her death.

When her son married in 1848, Mary went to live with him and his wife. She lived a quiet life, and died on February 1, 1851.

In the years since Mary Shelley first wrote *Frankenstein*, there have been many adaptations, editions with illustrations by different artists, and critiques. Since 1910 many movies dealing with the *Frankenstein* theme have been made.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Frankenstein* by Mary Shelley. It includes fifteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the characteristics of the gothic novel. They will also be asked to complete a KWL sheet.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have acquired so far through individual work and class

discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to write directions for performing a task. After this assignment is completed, the teacher will hold individual writing conferences to assess the students' work. The second writing assignment is to take the position of either prosecution or defense in the trial of Justine Moritz. In the third writing assignment students are asked to describe their ideas about having and being a friend.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Frankenstein*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **resource sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES *Frankenstein*

1. Through reading Shelley's *Frankenstein*, students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will identify the characteristics of the gothic horror story.
4. Students will practice reading aloud and silently to improve their skills in each area.
5. Students will enrich their vocabularies and improve their understanding of the book through the vocabulary lessons prepared for use in conjunction with it.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Frankenstein*.
7. Students will practice writing through a variety of writing assignments.
8. The writing assignments in this unit are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Frankenstein*

| Date to be Assigned | Chapters | Completion Date |
|----------------------------|--------------------------------|------------------------|
| | Introduction, Preface, Letters | |
| | Chapters 1-5 | |
| | Chapters 6-9 | |
| | Chapters 10-15 | |
| | Chapters 16-20 | |
| | Chapters 21-24 | |

UNIT OUTLINE - *Frankenstein*

| | | | | |
|---|-------------------------------------|--|-------------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Introduction Distribute Materials PV Introduction | Read Introduction Study?? | PVR 1-5 Oral Reading Evaluation | Quiz 1-5 PVR 6-9 | Writing Assignment #1 |
| 6 | 7 | 8 | 9 | 10 |
| Study ?? 6-9 PVR 1015 | Study ?? 10-15 PVR 16-20 | Study ?? 16-20 Writing Assignment #2 | Writing Conference | PVR 21-24 |
| 11 | 12 | 13 | 14 | 15 |
| Study ?? 21-24 | Writing Assignment #3 | Library Work | Vocabulary Review | Group Work |
| 16 | 17 | 18 | 19 | 20 |
| Movie and Discussion | Non-fiction Assignments | Review | Test | |

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Frankenstein* unit
2. To relate students' prior knowledge to the new material
3. To distribute books and other related materials
4. To introduce the characteristics of the gothic novel
5. To do the prereading work for the Introduction, Preface, and Letters

Activity 1

Play some eerie "mood music" related to *Frankenstein* or to horror stories in general. Display a picture or a poster of the Frankenstein creature. Most of the students will know something about the story. Do a group KWL sheet with student (form included). Put any information the students know in the K column (What I Know). Ask students what they want to find out and put that information in the W column (What I Want To Find Out). keep the sheet and refer back to it after reading the novel to complete the L column (What I Learned).

Activity 2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Unit Resources of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the

WRITING ASSIGNMENT 1 - *Frankenstein*

PROMPT

Victor Frankenstein was a scientist. During his experiment to discover when life began, and to “bestow animation upon lifeless matter” he kept detailed records of his procedures. Presumably, if someone wanted to duplicate his experiment, they could do so from Frankenstein’s notes.

your assignment is to write directions for making or doing something. It should be easy enough for your classmates or teachers to do in two hours or less.

PREWRITING

The first thing you need to do is decide what you want to write directions for. Do you want to explain how to make your favorite sandwich? Perhaps you want to give directions for changing the tire on a car or bike. You may choose any topic as long as the process you describe has at least four steps.

Next, go through the entire process yourself. Keep a notebook with you and record your steps as you do them. These notes need to be very precise. Include directional words (up, down, next to, etc.) if necessary. Make sure to number the steps. Make a supply list and include everything that you used.

If you can work with a friend, you can go through the process and have the friend take notes. Another approach is to audio or video tape yourself as you perform the procedure and then go back and transcribe what you see to notes.

DRAFTING

First, write a paragraph in which you introduce the product or process. Tell what it is and why you chose it. Describe the product in enough detail that the reader will be able to visualize it. Give an estimate of how long it should take the reader to follow your directions and complete the procedure.

In the body of your paper, list all the supplies that are needed. Then list the directions in sequential order. You may find it easier to use a list format here instead of a paragraph. In either case, you must number the steps.

Finally, write a concluding paragraph that tells again what the finished product should look like or what the results of the completed procedure are. You may want to remind your readers to go back and double-check their work.

PROMPT

When you finish the rough draft of your paper, ask another student to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic’s comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper, double-checking your grammar, spelling, organization, and the clarity of your ideas.