



## Reading and Writing Assignments

### Sub-Unit 1: *Gris Grimly's Frankenstein*

*Frankenstein* is a gripping tale that will have you thinking about science, creation, and what makes people prejudiced or compassionate. Mary Shelley's book is almost 200 years old, but her ideas are timeless, and Gris Grimly's graphic novel adaptation—which adds beautiful and bizarre illustrations to the original text—was published very recently.

17 Lessons

Lesson	Reading	Writing
1: Meet Victor Frankenstein	<i>Gris Grimly's Frankenstein</i> : Epigraph; Vol. 1, Ch. 1, Pages 14–19 Solo: Vol. 1, Ch. 1, Pages 20–23	
2: Victor's Scientific Passions	<i>Gris Grimly's Frankenstein</i> : Vol. 1, Ch. 1, Pages 20–23; Ch. 2, Pages 25–32; Ch. 3, Pages 34–40 Solo: Vol. 1, Ch. 4, Pages 41–49	Is Victor more focused on life, on death, or on both as he investigates and makes his creation? Explain your answer using specific details from the text or illustrations.
3: How Victor Views His Creation	<i>Gris Grimly's Frankenstein</i> : Vol. 1, Ch. 4, Pages 41–49; Ch. 5, Pages 51–54; Ch. 6, Pages 55–62 Solo: Vol. 1, Ch. 7, Pages 63–70	
4: Flex Day 1	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need
5: The Creature Speaks	<i>Gris Grimly's Frankenstein</i> : Vol. 2, Ch. 1, Pages 72–78; Ch. 2, Pages 79–85 Solo: Vol. 2, Ch. 1, Pages 71–78  EXTRA: <i>Heroes, Gods and Monsters of the Greek Myths</i> : "Pygmalion"	Chapter 2 of Volume II ends with Victor Frankenstein saying, "For the first time I felt what the duties of a creator towards his creature were" (85). What does this mean, and why does he say it?  EXTRA: Writing Prompt 1 (Argumentative): Argue whether or not you think "Pygmalion" has a happy ending. Support your answer with evidence from the text.  Writing Prompt 2 (Informative): Compare and contrast the ways the creators view and treat the created beings in "Pygmalion" and <i>Frankenstein</i> . Use evidence from both texts to support your answer.



<p>6: Comparing Creators</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 2, Ch. 2, Pages 79–85 Passage from Genesis 2, Revised Standard Version Solo: Vol. 2, Ch. 2, Pages 79-85</p>	
<p>7: The Creature's Tale, Part 1</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 2, Ch. 3, Pages 84-94; Ch. 4, Pages 95-100  Solo: <i>Frankenstein</i>, 1818 Edition: Vol. 2, Ch. 7</p>	
<p>8: The Creature's Tale, Part 2</p>	<p><i>Frankenstein</i>, 1818 Edition: Vol. 2, Ch. 7 <i>Gris Grimly's Frankenstein:</i> Vol. 2, Chs. 5–6 Solo: <i>Frankenstein</i>, 1818 Edition: Vol. 2, Ch. 8</p>	<p>Did your feelings about the creature change from Chapter 5 to Chapter 6? Explain why or why not, using and analyzing evidence from the text. Be sure to explain what each piece of evidence shows. (You may also use evidence from the illustrations.)</p>
<p>9: The Creature's Request</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 2, Ch. 6, Page 114; Ch. 7, Pages 115–119 Solo: Vol. 3, Ch. 1, Pages 122–129</p>	
<p>10: Flex Day 2</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need</p>
<p>11: A Broken Promise</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 3, Ch. 1, Pages 122–129; Ch. 2, Pages 134–135; Ch. 3, Pages 136–139 Solo: Vol. 3, Ch. 3, Pages 140–147</p>	<p>Why does Victor destroy the mate he was creating right after seeing the creature's face in the window? Include evidence from the text, and be sure to explain what each piece of evidence shows. (You may also use evidence from the illustrations.)</p>
<p>12: More “murderous machinations”</p>	<p><i>Gris Grimly's Frankenstein:</i> Vol. 3, Ch. 3, Pages 139–147; Ch. 4, Pages 148–155 Solo: Vol. 3, Ch. 5, Pages 156–161</p>	

## 8C: Science & Science Fiction

### Planning for the Unit



<p>13: A Tale of Two Wretches</p>	<p><i>Gris Grimly's Frankenstein</i>: Vol. 3, Chs. 5–6, Pages 162–168; Ch. 7, Pages 169–173 Solo: Vol. 3, Ch. 7, Pages 175–180</p> <p>EXTRA: Excerpts from <i>Benjamin Franklin: An American Life</i> by Walter Isaacson</p>	<p>What is a central idea about life or human nature that you think Mary Shelley is trying to communicate in <i>Frankenstein</i>? Write a statement of a theme in <i>Frankenstein</i> and explain how this theme develops over the course of the text.</p> <p>EXTRA: Writing Prompt 1 (Informative): What motivated Benjamin Franklin to undertake his scientific experiments, and what were the results? Use evidence from the text to support your response.</p> <p>Writing Prompt 2 (Argumentative): Open the graphic novel of <i>Frankenstein</i> in the library. Compare the scientific interests and desires of two men—one real (Benjamin Franklin) and one fictional (Victor Frankenstein). Could <i>Frankenstein</i> have learned anything from Franklin and, if so, how might this have changed the course of his life? Use evidence from both texts to support your answer.</p>
<p>14: A Final Farewell</p>	<p><i>Gris Grimly's Frankenstein</i>: Vol. 3, Ch. 7, Pages 188–193 Solo: <i>Heroes, Gods and Monsters</i>: "Prometheus"</p>	<p>What has the creature learned from his experiences among men?</p>
<p>15: Sympathy Debate</p>	<p><i>Heroes, Gods and Monsters</i>: "Prometheus" <i>Gris Grimly's Frankenstein</i>: Vol. 3, Ch. 7, Pages 189–193 Solo: "Frankenstein (1931) A Man-Made Monster in Grand Guignol Film Story"</p>	
<p>16: Flex Day 3</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need</p>
<p>17: The Modern Prometheus</p>	<p><i>Heroes, Gods and Monsters</i>: "Prometheus" <i>Gris Grimly's Frankenstein</i>: Vol. 1, Ch. 1, Pages 20–23; Vol.2, Ch. 6, Page 114</p>	<p>Why do you think Mary Shelley subtitled her story <i>The Modern Prometheus</i>?</p>

**Sub-Unit 2: Write an Essay**

Is Frankenstein's creature human? The question might sound simple, but there are many ways to define what it means to be "human," and different parts of the book suggest different answers. You'll explore three ways of solving this riddle and ultimately draw your own conclusions.

5 Lessons

Lesson	Reading	Writing
1: Make an Outline	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley's <i>Frankenstein</i>	Essay Prompt: Is Frankenstein's creature human?
2: Draft Paragraph 1	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley's <i>Frankenstein</i>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
3: Draft Paragraph 2	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley's <i>Frankenstein</i>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
4: Draft Paragraph 3	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley's <i>Frankenstein</i>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
5: Review and Revise	All excerpts from Sub-Unit 1, including the 1818 excerpts from Shelley's <i>Frankenstein</i>	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

**Sub-Unit 3: Poetical Science**

What is technology? How much has it changed in the last 200 years? Is it helpful or harmful to mankind? In the Poetical Science sub-unit, you'll explore answers to these questions and more through the work of William Wordsworth, Lord Byron, Richard Brautigan, and Ada Lovelace.

6 Lessons

## 8C: Science & Science Fiction

### Planning for the Unit



Lesson	Reading	Writing
1: The Tables Turned	<p>"The Tables Turned" by William Wordsworth  <i>Gris Grimly's Frankenstein</i>: Vol. 1, Ch. 3, Pages 37–40; Vol. 3, Ch. 1, Pages 122–129  <i>Solo: A Lady's Life in the Rocky Mountains</i> by Isabella L. Bird: Letter 8 (2–4)</p>	<p>What would the speaker in Wordsworth's poem say to Victor Frankenstein? Use textual evidence from the poem <i>and</i> from one of the <i>Frankenstein</i> passages in your answer.</p>
2: Byron and Looms	<p>"Debate on the Frame-Work Bill, in the House of Lords"  <i>Solo: Excerpt from A History of US 4: The New Nation, 1789–1850</i> by Joy Hakim: Ch. 21, "Yankee Ingenuity: Cotton and Muskets"</p> <p>EXTRA: Excerpt from <i>History of US 8: Age of Extremes: 1880–1917</i> by Joy Hakim: Ch. 20, "Telling It Like It Is"</p>	<p>Based on Byron's observations about the impact of the new looms on the mill workers and owners, would you expect Byron to argue that technological innovations (like the new looms) are good or bad for mankind? Substantiate your claim with evidence from Byron's address to the House of Lords.</p> <p>EXTRA:            Writing Prompt 1 (Informative): The author of "Telling It Like It Is" describes Mother Jones's struggle to inform the public about the conditions of children who worked in the cotton mills. Why does Mother Jones call herself a "hell-raiser"? Use evidence from the text to support your answer.</p> <p>Writing Prompt 2 (Argumentative): Are there similarities between Lord Byron and Mother Jones? Use evidence from both texts to support your claim.</p>
3: Poetical Science	<p><i>The Innovators</i> by Walter Isaacson:            Excerpt #1: "Introducing Ada;            Excerpt #2: "Ada's Parents";            Excerpt #3: "The Beauty of Mathematics"  <i>Solo: The Innovators</i>: Ch. 1, "Ada, Countess of Lovelace" (64–65)</p>	



<p>4: Lovelace's Insights</p>	<p><i>The Innovators:</i> Excerpt #4: "Babbage and His Difference Engine"; Excerpt #5: "The Analytical Engine"; Excerpt #6: "Notes by the Translator"; Excerpt #7: "The Punch Card Innovation"; Excerpt #8: "Ada's Insight"; Excerpt #9: "The Digital Future"; Excerpt #10: "Lady Lovelace's Objection" Solo: Excerpt from <i>Steve Jobs: Technology Innovator and Apple Genius</i> by Matt Doeden: "Whiz Kid"</p>	
<p>5: Man and Machines</p>	<p>"All Watched Over by Machines of Loving Grace" by Richard Brautigan "The Tables Turned" "Debate on the Frame-Work Bill, in the House of Lords" <i>The Innovators:</i> Excerpt #9: "The Digital Future"; Excerpt #10: "Lady Lovelace's Objection" Solo: Excerpt from <i>Steve Jobs: Technology Innovator and Apple Genius</i> by Matt Doeden: "Core of an Idea"</p>	<p>In his poem, Brautigan imagines a world where humans "are free of our labors / and joined back to nature" (20, 21) while being "watched over / by machines of loving grace" (24, 25). What would Ada Lovelace, Lord Byron, or the speaker in Wordsworth's poem (choose two) say about the world Brautigan imagines? Use textual evidence from Brautigan's poem <i>and</i> from two other passages in your answer.</p>
<p>6: Flex Day 4</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need</p>