Images	Riddles	Quotes	Word Association
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

Directions:
1. Today's Grudgeball game will have answers related to one of the five theme topics we will focus on in Frankenstein.
2. Each theme topic will be represented in different categories: Images, Riddles, Quotes, and Word Associations.
3. Your task is to identify which theme topic each clue relates to.

Team Name:
_____

Your Name:
_____

Frankenstein Inspired Trivia Names
- The Monster Minds
- Galvanized Geniuses
- The Creature Crew
- Electric Eccentrics
- The Franken-Facts
- The Bolt-Brains
- The Scientific Scribes
- The Grimly Geniuses
- The Reanimated Riddlers
- The Laboratory Legends
- The Victor Victors
- The Lightning Scholars
- The Surge Squad
- The Mad Scientists
- The Electra Enigmas
- The Prometheus Pack
- The Igor Intellects
- The Monster Scholars
- The Shock Savants
- The Frankenstein Fanatics

Grudgeball 2.0: Team Attack Challenge

Images	Riddles	Quotes	Word Association
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

Images	Riddles	Quotes	Word Association
☐ The Consequences of Ambition	☐ The Consequences of Ambition	☐ The Consequences of Ambition	☐ The Consequences of Ambition
☐ The Quest for Knowledge	☐ The Quest for Knowledge	☐ The Quest for Knowledge	☐ The Quest for Knowledge
☐ Isolation and Loneliness	☐ Isolation and Loneliness	☐ Isolation and Loneliness	☐ Isolation and Loneliness
☐ The Nature of Humanity	☐ The Nature of Humanity	☐ The Nature of Humanity	☐ The Nature of Humanity
☐ Creation and Responsibility	☐ Creation and Responsibility	☐ Creation and Responsibility	☐ Creation and Responsibility

New Rules

How to Play:
- Turn Order: Teams take turns calling out a category and number.
- Answering: Each team has 30 seconds to identify the theme topic based on the given clue and write it down on their team's whiteboard.
- Flipping: When the timer goes off, teams must flip their answers. Teams with the correct answer will have 30 (or less😊) seconds to decide which team to add to or take from.
  - Pro Tip: During your discussion and answering time, make a team decision on who you will take/give to.
- Duplicate Questions: If a team calls a question that has already been called, they are not allowed to answer for that round.

Taking Letters:
- Take: You can take a letter away from any other team.
  - However: No team can be attacked (letters taken) more than twice in a single round.

How to Win:
- At the end of the game, I will reveal the point values for each letter in the provided phrase.
- Teams will total their score based on the values of the letters they have left.
- The team with the highest score wins!

Power

Downfall

Drive

Regret

Overreach

Discovery

Curiosity

Risk

Secrets

Enlightenment

Solitude

Detachment

Alienation

Despair

Emptiness

Duality

Goodness

Darkness

Complexity

Imperfections

Responsibility

Consequences

Innovation

Duty

Legacy

Surrounded by life, but feeling a world apart.

A mind set alight with curiosity, but the flame is hard to control.
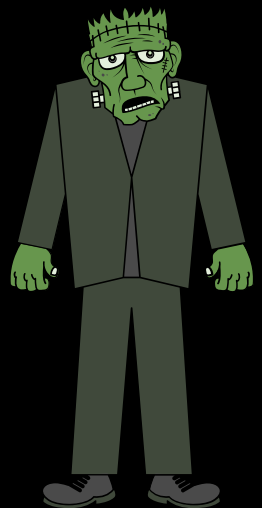
The path to greatness is steep, but beware of the fall.

To understand the light, one must face the dark.

To create is a great power, but all creations carry consequences.

I climb ever higher, seeking the peak, But each step forward makes my future bleak. I yearn for glory, for fame, for pride, Yet what's behind me crumbles with every stride.
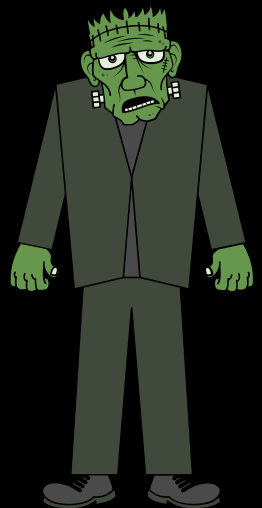What am I?

I hunger for truths hidden from view,
In books, in labs, in experiments new.
But be warned, my pursuit may spark a flame,
That burns the seeker and brings them shame.
What am I?
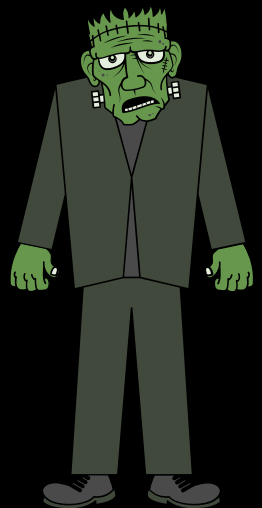
I stand apart, though I long to belong,
The crowd moves on, but I sing my own song.
Though people surround me, I'm alone in my head,
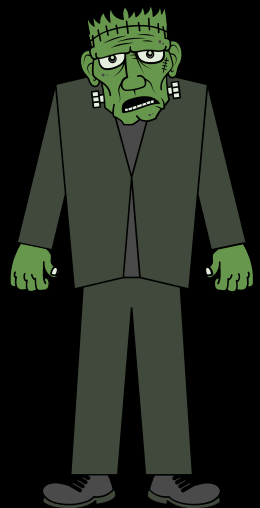Feeling invisible, in silence I'm led.
What am I?
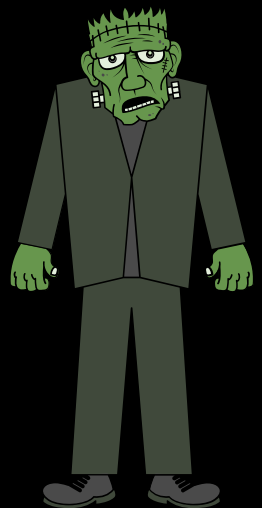
I wear two faces, both light and dark,
One brings kindness, the other leaves a mark.
Within me lies both good and bad,
A mix of emotions, happy and sad.
What am I?

With my hands, I bring life to the new,
But once it's created, it's no longer my view.
I try to control it, but it grows on its own,
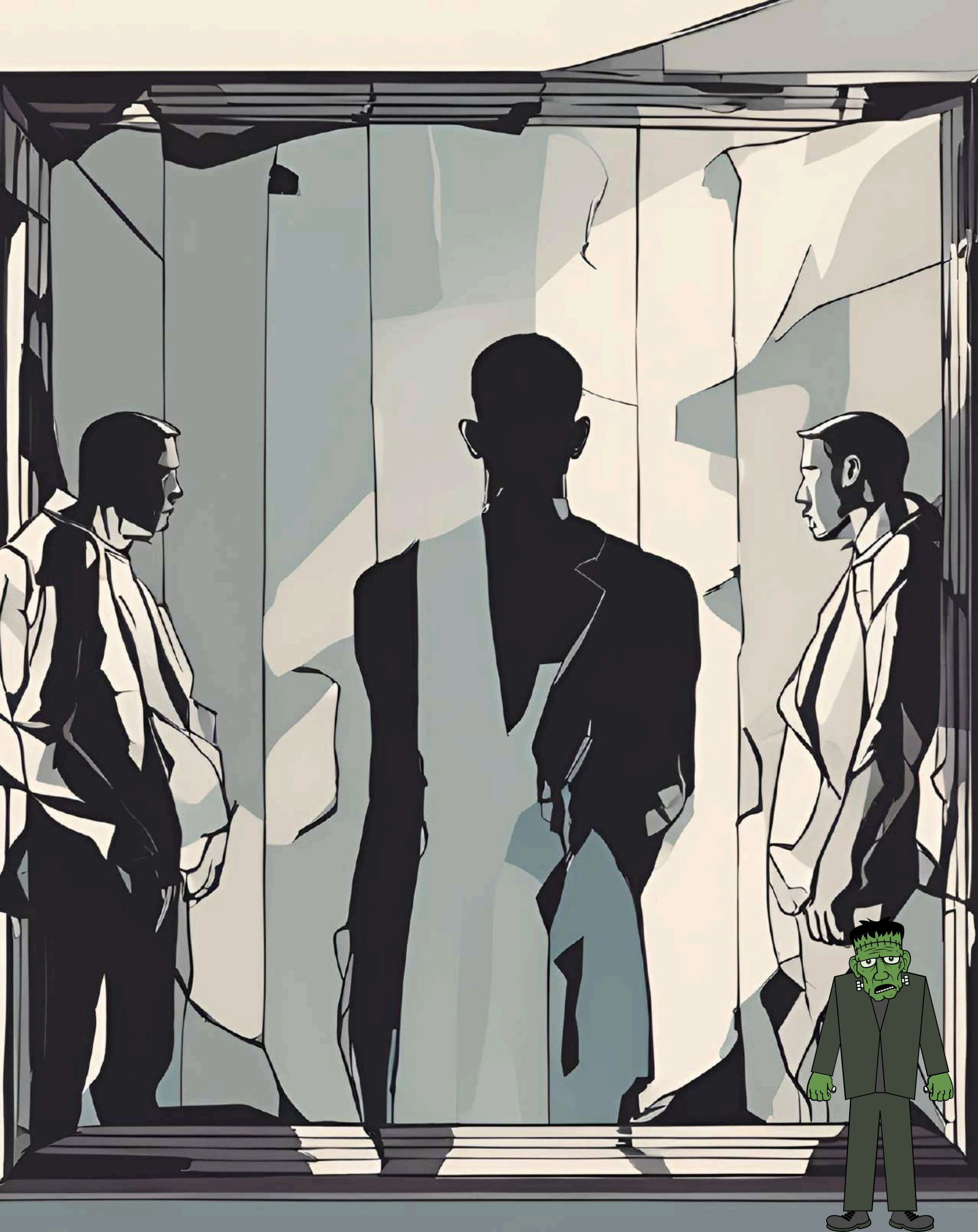A force unleashed, now fully grown.
What am I?

Point Value Reveal

F = 1 points
R = 1 points
A = 2 points
N = 1 point
K = 1 points
E = 2 point
S = 1 points
T = 1 points
I = 2 point
O = 1 points
M = 1 points

L1 Day 2

- **Review Character Spotlight: Elizabeth**
  - Meet with 1 person per song for 3 minutes
- **Finish reading 19 and Pg 24**
  - Together
- **Read 20-23 in Class**
  - Complete Annotations
- **Hmwk:** SOLO on Classroom
  - By yourself without the help of others; Can use book and annotations

Frankenstein Day 1

- **Starting Frankenstein Today**
    - Do not flip through the book
    - Graphic novels can easily give away scenes through illustrations.
- **Keep your book safe**
    - Bring it every single day.
- **We will be filling it with annotations**
    - Stay organized.
- **There is a green paper in the book**
    - Do not lose it.

Today

- **Today,** you'll read "Did I Ask for This ...," a short article about Paradise Lost, a work referenced in the novel's epigraph. While reading in the library, complete the assigned tasks.
- **Next,** fill out the green paper in your book titled "Reflecting on Milton's Words: Unpacking the Meaning of Paradise Lost."
- **Bring** it back to class tomorrow, ready for discussion.

Excerpt Spotlight

Put in Page _____

Victor's Awakening: Early Influences and Ambitions

Name

Read the selection from pages 20-23. Complete the annotations and answer the fact questions. Then, use your answers to respond to the interpretation question below.

- **Selection 1:** "When I was thirteen years of age, I chanced to find a volume of the works of Cornelius Agrippa. I opened it with **apathy**; the theory which he attempts to demonstrate, and the wonderful facts which he relates, soon changed this feeling into enthusiasm. A new light seemed to dawn upon my mind; and, bounding with joy, I communicated my discovery to my father."

- **Selection 2:** "My dreams were therefore undisturbed by reality; and I entered with the greatest diligence into the search of the **philosopher's stone** and the **elixir of life**. But the latter obtained my undivided attention: wealth was an inferior object; but what glory would attend the discovery, if I could banish disease from the human frame, and render man invulnerable to any but a violent death!"

- **Selection 3:** "When I was about fifteen years old, we witnessed a most violent and terrible thunderstorm. It advanced from behind the **mountains of Jura**; and the thunder burst at once with frightful loudness from various quarters of the heavens. I remained, while the storm lasted, watching its progress with curiosity and delight."

Key Vocabulary
- **Apathy:** Lack of interest or concern.
- **Philosopher's Stone:** A legendary substance in alchemy capable of turning base metals into gold or granting eternal life.
- **Elixir of Life:** A mythical potion that grants eternal life or immortality.
- **Mountains of Jura**: A mountain range in Europe that Victor mentions as the source of a storm in the excerpt.

Annotation Directions
- **Highlight** *phrases describing Victor's feelings and actions related to his scientific interests and discoveries.*
- **Underline** *key details about Victor's dreams and ambitions for scientific achievement.*
- **Circle** *words that show how Victor's interests and experiences shape his character.*
- **Star** *descriptions of events that illustrate the impact of external phenomena (like the thunderstorm) on Victor's curiosity.*

Key Facts:
Based on the annotated words/phrases, answer these questions below.

What makes Victor excited about Agrippa's books?

_____

_____

_____

_____

_____

How does Victor's reaction to the thunderstorm show what he's interested in?

_____

_____

_____

_____

_____

Interpret this Excerpt Spotlight

How do the events described in the excerpt illustrate the development of Victor Frankenstein's character and his future ambitions?

The events in the excerpt reveal how Victor Frankenstein's early fascination with scientific works and natural phenomena shapes his character by...

Victor's reaction to these experiences demonstrates his growing ambition to...

This ambition may ultimately set the stage for his later pursuits and experiments by...

Feedback Corner

☐ **Clear and specific:** Your highlights and annotations accurately capture key traits and relationships.
☐ **Well-supported:** Your facts are directly tied to specific details from the text, and your interpretation is well-articulated.
☐ **Insightful:** Your responses provide a thorough explanation of the character's role, referencing relevant parts of the text.

☐ **More detail needed:** Highlight additional specific text to better capture key traits and relationships.
☐ **Direct connection:** Ensure your facts are more closely linked to the highlighted text for stronger analysis.
☐ **Expand explanation:** Provide more detailed reasoning to fully explain the character's role based on text evidence.

Score _____

Character Spotlight

Exploring Elizabeth's Character and Relationship

Name

Read the selection from pages 18-19. Complete the annotations and answer the fact questions. Then, use your answers to respond to the interpretation question below.

Pg 18-19: I have often heard my mother say that she was at that time the most beautiful child she had ever seen, and shewed signs even then of a **gentle** and **affectionate disposition**. These **indications**, and a desire to bind as closely as possible the ties of **domestic** love, determined my mother to consider Elizabeth as my future wife.

From this time Elizabeth Lavenza became my playfellow, and, as we grew older, my friend. Although there was a great **dissimilitude** in our characters, there was an **harmony** in that very dissimilitude. I delighted in investigating the facts relative to the actual world; she busied herself in following the **aërial** creations of the poets. The world was to me a secret, which I desired to discover; to her it was a **vacancy**, which she sought to people with **imaginations** of her own.

Key Vocabulary
- **Gentle** - Mild, kind, and soft in manner or behavior.
- **Affectionate** - Showing fondness or tenderness.
- **Disposition** - A person's inherent qualities of mind and character.
- **Indications** - Signs or pieces of evidence that point to something.
- **Domestic** - Relating to the home or family.
- **Dissimilarity** - Difference or lack of similarity.
- **Harmony** - A pleasing arrangement or balance of parts.
- **Aërial** - Related to the air or sky; often used to describe something ethereal or imaginative.
- **Vacancy** - An empty space or void, often metaphorically describing a lack of substance or meaning.
- **Imagination** - The ability to create ideas or images not present to the senses; often associated with creativity and fantasy.

Annotation Directions
- **Highlight:** *Words and phrases that describe Elizabeth and her relationship with Victor.*
- **Underline:** *Important traits of Elizabeth's character.*
- **Circle:** *Words that show how Elizabeth and Victor relate to each other.*
- **Star:** *Phrases that show the differences between Elizabeth's and Victor's interests.*

Identify Facts About Elizabeth:
Based on the highlighted words/phrases, write two facts about Elizabeth.

Fact 1: *Write a fact based on the highlighted description of* <u>Elizabeth's character</u>

_____

_____

_____

_____

_____

Fact 2: *Write another fact based on the highlighted description of* <u>her relationship with Victor</u>

_____

_____

_____

_____

_____

Interpret Elizabeth's Role:

Considering the way Victor describes Elizabeth, what might this suggest about her role in the story? Explain your reasoning by discussing how her characteristics and relationship with Victor might influence her role and significance in the narrative.

Based on Victor's description of Elizabeth, it seems that she may play a significant role in the story by...

This suggests that she might [explain how her characteristics or relationship with Victor might influence her role].

For example, [provide a brief explanation or reasoning].

Feedback Corner

☐ **Clear and specific:** Your highlights and annotations accurately capture key traits and relationships.

☐ **Well-supported:** Your facts are directly tied to specific details from the text, and your interpretation is well-articulated.

☐ **Insightful:** Your responses provide a thorough explanation of the character's role, referencing relevant parts of the text.

☐ **More detail needed:** Highlight additional specific text to better capture key traits and relationships.

☐ **Direct connection:** Ensure your facts are more closely linked to the highlighted text for stronger analysis.

☐ **Expand explanation:** Provide more detailed reasoning to fully explain the character's role based on text evidence.

Score _____

Character(s) Spotlight

Influential Figures:
The Roles of Victor's Mother, Betrothed, and Professor

Read the selection from pages 25-33. Complete the annotations and answer the fact questions. Then, use your answers to respond to the interpretation question below.

Victor's relationship with his mother: "My mother was dead, but we had still duties which we ought to perform; we must continue our course with the rest, and learn to think ourselves fortunate, whilst one remains whom the **spoiler** has not seized."

Victor's feelings about Elizabeth's support: "Elizabeth **endeavoured** to renew the spirit of cheerfulness in our little society. I never beheld her so enchanting as at this time, when she was continually endeavouring to contribute to the happiness of others, entirely forgetful of herself. The time at length arrives, when grief is rather an **indulgence** than a necessity."

Victor's interaction with M. Waldman: "He then took me into his laboratory, and explained to me the uses of his various machines, instructing me as to what I ought to procure, and promising me the use of his own, when I should have advanced far enough in the science not to **derange** their **mechanism**. Thus ended a day memorable to me; it decided my future destiny. My **ardour** was indeed the astonishment of the students, and my **proficiency**, that of the masters. Two years passed in this manner, during which I paid no visit to Geneva. In other studies you go as far as others have gone before you, and there is nothing more to know; but in a scientific pursuit there is continual food for discovery and wonder. I made some discoveries in the improvement of some chemical instruments, which **procured** me great **esteem** and admiration at the university."

- **Spoiler:** A person or thing that causes significant harm or damage.
- **Endeavoured:** Tried hard to achieve or do something.
- **Ardour:** Great enthusiasm or passion.
- **Proficiency:** A high degree of skill or expertise.
- **Derange:** To disrupt or disturb the normal operation of something.
- **Mechanism**: A system of parts working together in a machine or process.

Interpret Waldmans's Role:

Annotation Directions
- **Highlight:** *Key emotional or significant moments related to each character's influence*
  - Relationship with his mother (2)
  - Feelings about Elizabeth's support (2)
  - Interaction with M. Waldman (3)
- **Underline**: *Vocabulary words related to key themes.*
  - Relationship with his mother (1)
  - Feelings about Elizabeth's support (2)
  - Interaction with M. Waldman (4)
- **Circle:** *Names and roles of important characters.*
  - Relationship with his mother (1)
  - Feelings about Elizabeth's support (1)
  - Interaction with M. Waldman (1)
- **Star:** *Key insights or turning points related to each character's influence.*
  - Relationship with his mother (1)
  - Feelings about Elizabeth's support (1)
  - Interaction with M. Waldman (1)
  -

Remember: Add a brief note to every annotation, even if it seems small. This will help clarify the significance of your highlights, underlines, circles, and stars.

Identify Facts About Influential Characters:
Based on the highlighted words/phrases, write two facts about the influential characters.

Fact 1: *What duties does Victor feel he must continue after his mother's death?*

_____

_____

_____

Fact 2: *What efforts does Elizabeth make to improve the mood of their society?*

_____

_____

_____

In what ways does M. Waldman's mentorship transform Victor's approach to science and his personal ambitions?

Based on Victor's description of M. Waldman, it seems that Waldman may play a significant role in the story by ...

This suggests that Waldman might ...

For example, ...

Feedback Corner

☐ **Clear and specific:** Your highlights and annotations accurately capture key traits and relationships.

☐ **Well-supported:** Your facts are directly tied to specific details from the text, and your interpretation is well-articulated.

☐ **Insightful:** Your responses provide a thorough explanation of the character's role, referencing relevant parts of the text.

☐ **More detail needed:** Highlight additional specific text to better capture key traits and relationships.

☐ **Direct connection:** Ensure your facts are more closely linked to the highlighted text for stronger analysis.

☐ **Expand explanation:** Provide more detailed reasoning to fully explain the character's role based on text evidence.

Score _____

Highlight: Key emotional or significant moments related to each character's influence.

- Victor's relationship with his mother: Highlight phrases indicating emotional impact and duty.
- Victor's feelings about Elizabeth's support: Highlight Elizabeth's efforts and Victor's reflections on grief.
- Victor's interaction with M. Waldman: Highlight descriptions of Victor's scientific enthusiasm and achievements.
- Underline: Vocabulary words related to key themes.
- Victor's relationship with his mother: Spoiler
- Victor's feelings about Elizabeth's support: Endeavoured, Indulgence
- Victor's interaction with M. Waldman: Derange, Mechanism, Ardour, Proficiency
- Circle: Names and roles of important characters.
- Victor's relationship with his mother: Mother
- Victor's feelings about Elizabeth's support: Elizabeth
- Victor's interaction with M. Waldman: M. Waldman
- Star: Key insights or turning points related to each character's influence.
- Victor's relationship with his mother: The impact of his mother's death and his sense of duty.
- Victor's feelings about Elizabeth's support: Elizabeth's selflessness and the shift from active grief to indulgence.
- Victor's interaction with M. Waldman: Victor's scientific dedication and the pivotal role of M. Waldman in shaping his academic path.

Put in Page _____

Theme Tracker: Navigating *Frankenstein*

Name

Periodically, you will be asked to pause and reflect on how events and characters are introducing, developing, or completing the different themes in Frankenstein. At each stopping point, use this Theme Tracking page to record your thoughts. For each question, be sure to write complete answers and include key insights. You'll use these reflections later to support your understanding of how Mary Shelley develops the various themes throughout the novel.

1. Theme Topic: The Consequences of Ambition
Theme Statement: Ambition can lead to great achievements but often brings unexpected problems and regret.

2. Theme Topic: The Quest for Knowledge
Theme Statement: Seeking knowledge can drive progress but may also cause harm if pursued recklessly.

3. Theme Topic: Isolation and Loneliness
Theme Statement: Being alone and cut off from others can lead to deep feelings of sadness and despair.

4. Theme Topic: The Nature of Humanity
Theme Statement: Being human involves both good and bad traits, and understanding ourselves means exploring these complexities.

5. Theme Topic: Creation and Responsibility
Theme Statement: Creating something comes with the responsibility to manage its effects and consequences.

Which theme was most relevant to today's lesson? Write the topic; Skip the statement

_____

Provide specific examples from the most recent discussion, reading, or questions that illustrate this theme:

_____

_____

_____

Choose 1 question below to answer + Use one of the provided sentence starters:
☐ **How did the actions of the characters or the content of today's activities relate to the chosen theme?**
- ☐ The characters' actions today related to the theme of _____ by showing how they...
- ☐ Today's activities highlighted the theme of _____ when the characters...

☐ **What insights did today's questions reveal about the theme?**
- ☐ Today's questions revealed that the theme of _____ is important because...
- ☐ The discussion made it clear that the theme of _____ plays a key role in...

☐ **How might the theme you identified evolve in future chapters?**
- ☐ I think the theme of _____ will evolve as the story continues by...
- ☐ In the next chapters, I expect the theme of _____ to change when...

☐ **What changes or new insights might we see in relation to this theme as the story progresses?**
- ☐ As the story progresses, new insights about the theme of _____ might emerge when...
- ☐ Later in the story, we might see the theme of _____ shift as...

Write Your Response Here

Feedback Corner

☐ **Clear and Specific:** Your response referenced specific details from the text.
☐ **Insightful:** You provided a strong, defendable insight related to the theme.
☐ **Well-Connected:** Your answer effectively connected the theme to the events in the story.
☐ **Text-Based Evidence:** You used evidence from the text to support your response.
☐ **Thoughtful Reflection:** Your reflection shows deep thinking about the theme and its development.

☐ **Be More Specific:** Include more specific details or examples from the text.
☐ **Stronger Insight Needed:** Your response could be more insightful; try to dig deeper into the theme.
☐ **Connect to the Theme:** Make sure your answer clearly connects to the theme discussed.
☐ **Use Text Evidence:** Include direct references or quotes from the text to back up your points.
☐ **Expand Your Reflection:** Develop your thoughts further to show a deeper understanding of the theme.

Score _____

How Are These Scored?

Score: 3 - Excellent
- Thorough & Specific: The response provides a detailed and specific connection to the theme, clearly supported by text-based evidence.
- Insightful: The reflection shows deep understanding, offering original insights that go beyond surface-level observations.
- Well-Structured: The answer is well-organized, with clear and coherent thoughts that effectively link the theme to the content.

Score: 2 - Satisfactory
- Clear but General: The response connects to the theme, but the details are somewhat general or lacking in specificity.
- Basic Insight: The reflection demonstrates an understanding of the theme but lacks depth or originality in analysis.
- Some Evidence: The answer includes some text-based evidence, but it may not be fully developed or clearly linked to the theme.

Score: 1 - Needs Improvement
- Vague or Unclear: The response is vague and lacks clear connection to the theme, with minimal or no specific details.
- Limited Insight: The reflection shows little understanding of the theme, offering surface-level observations without depth.
- Weak Evidence: The answer either lacks text-based evidence or uses it ineffectively, failing to support the theme adequately.

Examples

- **3 (Excellent):** *Today's activities highlighted the theme of the consequences of ambition when Goldilocks's desire to explore the bears' house led her to intrude and cause trouble. Her ambition to satisfy her curiosity resulted in broken items and upset bears, illustrating how unchecked desires can lead to significant problems and regret.*
  - **Good:** This response effectively connects the theme to the specific events of the story. It highlights how Goldilocks's ambition led to tangible consequences, such as damage and disruption. The analysis is clear and demonstrates a deep understanding of how ambition can have far-reaching effects.
  - **Bad:** The response could be improved by providing more detailed examples or insights into how the consequences affected the characters beyond just the immediate disruption.
- **2 (Good):** *The characters' actions today related to the theme of the consequences of ambition by showing how Goldilocks's curiosity about the bears' belongings caused her to face unintended consequences, like the bears discovering her and her running away.*
  - **Good:** This response acknowledges the link between Goldilocks's actions and the theme of ambition, showing how her curiosity led to problems. It's a solid explanation that shows some understanding of the theme.
  - **Bad:** The response lacks depth and detail. It describes the basic connection but doesn't fully explore the broader implications or consequences of Goldilocks's actions. It could be more specific about how these consequences illustrate the theme.
- **1 (Needs Improvement):** *Today's discussion did not clearly connect to the theme of the consequences of ambition, as it focused more on Goldilocks's actions without exploring the deeper impact or problems resulting from her ambition.*
  - **Good:** The response attempts to connect the story to the theme of ambition, indicating an understanding of the theme.
  - **Bad:** It fails to make a clear and direct connection between Goldilocks's actions and the consequences of ambition. It lacks specific examples and does not explore how ambition leads to problems or regret, which weakens the analysis of the theme.

Did I Ask for This? Exploring Milton's Paradise Lost

Name

Did I Ask to Be Made? The Weight of Existence

Paradise Lost is a famous epic poem written by John Milton in the 17th century. An epic poem is a long narrative poem that often tells the story of heroic deeds and events of historical or religious importance. Milton's *Paradise Lost* is considered one of the greatest works of English literature.

From Clay to Consciousness: The Journey of Adam

The poem retells the biblical story of the fall of man—how Adam and Eve, the first humans, were tempted by Satan and disobeyed God, leading to their expulsion from the Garden of Eden. But *Paradise Lost* isn't just about Adam and Eve; it's also about larger themes such as free will, obedience, rebellion, and the nature of good and evil.

One of the most famous characters in *Paradise Lost* is Satan, who was once a powerful angel in heaven but was cast out for rebelling against God. The poem follows his journey as he seeks to corrupt humanity, which he sees as a way to get back at God. The lines we'll focus on today are spoken by Adam, the first man created by God, who reflects on his existence and the circumstances of his creation.

Here's the quote:

"Did I request thee, Maker, from my clay
To mould me man? Did I solicit thee
From darkness to promote me?"
— John Milton, Paradise Lost

In these lines, Adam is questioning God, his creator. He's asking, "Did I ask to be made? Did I ask to be brought into this world?" The words suggest a feeling of helplessness and frustration. Adam did not choose to be created, nor did he choose the life and the challenges that come with it. Yet, he must live with the consequences of actions—both his own and those of others.

The Unseen Forces: Questioning Free Will

Milton's lines highlight a deep philosophical question: Are we truly in control of our lives, or are we at the mercy of forces beyond our control? The speaker, Adam, seems to grapple with this, expressing a mix of confusion and resentment.

This quote from *Paradise Lost* has resonated with many readers and has been referenced in various other works of literature, where characters similarly question their existence and the forces that shape their lives.

During Reading 1

WORD UP!

Keep a writing utensil in your hand as you read and ...

- **Circle** words you are unsure of
  - *Should not be words already defined for you*
- **Use** context clues to unlock the meaning of a word
- **Annotate** the definition in the margin of the text

Tip: Do not distract from your reading by defining these words with an online dictionary. Only define words using context at this stage.

Mark off a checkbox for every sub-heading completed in this step.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13

During Reading 2

ANNOTATE

For **every** paragraph

Complete the timeline under the last sub-heading

1. Consider the **sub-heading title**.
2. Based on the title, <u>underline</u> specific words and phrases that are significant to your understanding of the sub-heading, paragraph, or a selection of text.
   a. There is something in **all** paragraphs to find.
3. Write a **WHY** in the white space.
   a. **Every** <u>underline</u> needs a note/symbol

always take note of any date/time

Mark off a checkbox for every sub-heading completed in this step.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13

During Reading 3

PURPOSE

Analyze the author's method of organization.
Record it in the margin space of each sub-heading.

Which way did your author organize the text?

Cause/Effect: Reveals reasons and outcomes.

Problem/Solution: Identifies issues and proposes effective remedies.

Description: Details characteristics, creating a vivid picture.

Compare/Contrast: Examines similarities and differences.

Sequence: a specific order of events/steps of a process

Chronological: the order of things in terms of time

Mark off a checkbox for every sub-heading completed in this step.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13

During Reading 4

CENTRAL IDEA

STEP 1
List repeated words and ideas to identify patterns in the author's message.

Step 2
Repeat this step for every sub-heading

Mark off a checkbox for every sub-heading completed for Step 1.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13

Step 3
Identify repeated ideas/words between the sub-headings + answer

What does this repetition and/or pattern suggest about the central idea?

Use ones of these sentence starters:

- This repetition highlights...
- A central idea that emerges through repetition is...
- The repetition in the text conveys ...

Reflecting on Milton's Words: Unpacking the Meaning of Paradise Lost Lines

Look closely at these lines from Paradise Lost and answer the questions to uncover their meaning

What do we know about the speaker's situation in Paradise Lost?

A. He is rebelling against God after being cast out of Heaven.
B. He is questioning his creation and the challenges he faces in life.
C. He is expressing regret for disobeying God's command.
D. He is reflecting on the creation of humanity.

What do the words "Did I request thee" and "Did I solicit thee" suggest about the speaker's attitude towards his creation?

A. He feels grateful for being created.
B. He is confused about his purpose in life.
C. He feels like he had no choice in being created.
D. He is proud of his existence and accomplishments.

"Did I request thee ... To mold me man?"
What is Adam asking when he says, "Did I request thee, Maker, from my clay to mould me man?"

How does this question show his thoughts about being created?

" *Did I request thee, Maker, from my clay*

To mould me man? Did I solicit thee

From darkness to promote me?

"Did I request thee ... From darkness to promote me?"
What does Adam mean by "darkness," and why does he say he was "promoted" from it?

How does this show how he feels about being created?

What emotions or feelings does the speaker express in these lines?
A. Contentment and satisfaction
B. Frustration and confusion
C. Anger and defiance
D. Joy and excitement

Re-examine the lines from Paradise Lost provided above. Identify one word or phrase that reflects the speaker's emotions or feelings. Proceed to underline it and provide a label to explain your choice. For instance, if you select (D) joy and excitement, highlight two words above and assign both emotions accordingly.

Theme Tracker: Navigating *Frankenstein*

Objective:
Throughout our reading of Frankenstein, you will be tracking the development of key themes. This tracker will help you reflect on how events and characters contribute to the introduction, development, or completion of these themes.

How to Use the Theme Tracker:
- <u>Page Number:</u> When instructed, write down the page number where you stopped reading.
- <u>Identify the Relevant Theme:</u> Choose the theme from our list that was most relevant to today's lesson. Write the theme topic in the designated space. Skip the theme statement.
  - Provide Examples:
    - Include specific examples from the recent discussion, reading, or questions that illustrate this theme.
- **Answering Reflection Questions:**
  - Choose one question from the provided list to answer.
  - Use the provided sentence starters to guide your response.
  - Write a complete answer that includes specific details, insights, and connections to the text
- **Grading:**
  - Your work will be graded based on clarity, insight, connection to the theme, use of text evidence, and the depth of your reflection.
  - You will receive a score based on the rubric provided.

Tips for Success:
- <u>Be Specific:</u> Refer directly to the text and include specific details to support your answers.
- <u>Be Insightful:</u> Go beyond surface-level observations and try to dig deeper into how the theme is being developed.
- <u>Make Connections:</u> Clearly connect the theme to the events in the story and to the characters' actions.
- <u>Use Text Evidence:</u> Always back up your points with direct references or quotes from the text.
- <u>Reflect Thoughtfully:</u> Take time to think about how the theme might evolve or change as the story progresses.

Remember:
This tracker is not just for recording your thoughts; it's a tool to help you understand the deeper meanings and themes in Frankenstein. Your reflections will be essential when discussing the novel and writing about its themes later on.

Dark Curiosity: The Pursuit of Life and Death

One of the phenomena which had **peculiarly** attracted my attention was the structure of the human frame, and, indeed, any animal **endued** with life. Whence, I often asked myself, did the **principle** of life proceed? It was a bold question, and one which has ever been considered as a mystery; yet with how many things are we upon the brink of becoming acquainted, if cowardice or carelessness did not restrain our inquiries. I revolved these circumstances in my mind, and determined thenceforth to apply myself more particularly to those branches of natural philosophy which relate to physiology. Unless I had been animated by an almost supernatural enthusiasm, my application to this study would have been **irksome**, and almost intolerable. To examine the causes of life, we must first have recourse to death. I became acquainted with the science of anatomy: but this was not sufficient; I must also observe the natural decay and **corruption** of the human body. In my education my father had taken the greatest precautions that my mind should be impressed with no **supernatural** horrors. I do not ever remember to have trembled at a tale of superstition, or to have feared the apparition of a spirit. Darkness had no effect upon my fancy; and a churchyard was to me merely the receptacle of bodies deprived of life, which, from being the seat of beauty and strength, had become food for the worm. Now I was led to examine the cause and progress of this decay, and forced to spend days and nights in vaults and **charnel** houses. My attention was fixed upon every object the most insupportable to the delicacy of the human feelings. I saw how the fine form of man was degraded and wasted; I beheld the corruption of death succeed to the blooming cheek of life; I saw how the worm inherited the wonders of the eye and brain. I paused, examining and analysing all the **minutiae** of causation, as exemplified in the change from life to death, and death to life, until from the midst of this darkness a sudden light broke in upon me -- a light so brilliant and wondrous, yet so simple, that while I became dizzy with the immensity of the prospect which it illustrated, I was surprised, that among so many men of genius, who had directed their inquiries towards the same science, that I alone should be reserved to discover so astonishing a secret.

Curiosity and Ambition: Annotate any sentences or phrases that reveal Victor Frankenstein's curiosity about life and death, and his ambition to uncover the secrets of life. (🔍 or CS)

Life and Death: Annotate any descriptions of life, death, and the transition between the two. Pay attention to how Victor describes the decay of the human body. (💀💡 or LD)

Victor's Mental State: Annotate sentences that reveal Victor's emotional and mental state, particularly those showing his obsession and detachment from normal human emotions (e.g., "I saw how the fine form of man was degraded and wasted"). (🧠 or MS)

Key Vocabulary

Peculiarly - In a way that is distinctive or unusual.
Endued - Provided or endowed with a particular quality or attribute.
Principle - A fundamental truth or proposition serving as the foundation for belief or action.
Irksome - Annoying or irritating.
Recourse - A source of help in a difficult situation.
Charnel - Related to a place where bodies are deposited; often associated with death.
Corruption - The process of decay or deterioration.
Supernatural - Attributed to some force beyond scientific understanding or the laws of nature.
Minutiae - The small, precise, or trivial details of something.

Connection Question

Check 1 and Answer Below

☐ What patterns did you notice in how Victor describes life and death?

☐ How do you think Victor's curiosity and ambition influence his mental state as he delves deeper into his studies?

☐ Why do you think Victor wasn't disturbed by the things he witnessed in the charnel houses and graveyards? How does this detachment shape your understanding of his character?

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Reflecting on Milton's Words: Unpacking the Meaning of Paradise Lost Lines

Look closely at these lines from *Paradise Lost* and answer the questions to uncover their meaning

What do we know about the speaker's situation in *Paradise Lost*?
A. He is rebelling against God after being cast out of Heaven.
B. He is questioning his creation and the challenges he faces in life.
C. He is expressing regret for disobeying God's command.
D. He is reflecting on the creation of humanity.

What do the words "Did I request thee" and "Did I solicit thee" suggest about the speaker's attitude towards his creation?
A. He feels grateful for being created.
B. He is confused about his purpose in life.
C. He feels like he had no choice in being created.
D. He is proud of his existence and accomplishments.

"Did I request thee ... To mold me man?"
What is Adam asking when he says, "Did I request thee, Maker, from my clay to mould me man?"

How does this question show his thoughts about being created?

" Did I request thee, Maker, from my clay
To mould me man? Did I solicit thee
From darkness to promote me?

"Did I request thee ... From darkness to promote me?"
What does the speaker mean by "darkness," and why does he say he was "promoted" from it?

How does this show how he feels about being created?

What emotions or feelings does the speaker express in these lines?
A. Happiness and fulfillment
B. Irritation and bewilderment
C. Fury and resistance
D. Delight and enthusiasm

Re-examine the lines from *Paradise Lost* provided above. Identify one word or phrase that reflects the speaker's emotions or feelings. Proceed to underline it and provide a label to explain your choice. For instance, if you select (D) joy and excitement, highlight two words above and assign both emotions accordingly.

How might the feelings of helplessness and questioning that Adam expresses in *Paradise Lost* relate to the character of Frankenstein's monster?

BEFORE READING

1

WORD UP!

Skim through the text for bold words or italicized words. These words are important and often have a definition provided. Bold and italicized words can also give readers a hint of what the article is about.

1. Look to see if bold words are defined in small text at the bottom of the page.
2. If they are not defined, choose **3 words** to define using an online dictionary.
3. In the margin space, record the definitions.

What hints does this give the reader of what the EXCERPT is about?

BEFORE READING

2

ANNOTATE

Annotate the <u>title</u>, <u>each sub-heading</u>, and <u>any visuals</u> by:

- <u>Underlining</u> in the <u>title</u>, <u>each subheading</u>, and <u>any visuals</u>
  - Important words and phrases
- <u>Writing</u> in the white space **1** of these **3**:
  a. Why do you underline those words?
  b. Why are they significant?
  c. What do they make you notice or wonder?

IMPORTANT WORDS ARE LANUGAGE THAT:

- command attention
- enhance recall
- convey a depth of meaning and emotion

BEFORE READING

3

PUPORSE

Identify two things before reading the text:

1. What is your purpose for reading this text?
2. Predict the author's purpose for writing the text.
   - Looking at the <u>title</u>, <u>subtitles</u>, <u>bold print</u>, and <u>any visuals</u>, is his/her purpose to inform, persuade, or entertain? About what?

Response Starters:

- The title and graphics suggest that the author aims to... I know this because ...
- From the subtitles and bold print, it appears that the author's purpose is ... I know this because ....
- The visuals and the title collectively suggest that the author's intent is... I know this because ...
- The title and subtitles indicate that the author's goal is to... I know this because ...

What is your purpose for reading this text?
Based on what I have previewed, I think I can learn about ...

Predict the author's purpose for writing the text
Use a response starter

BEFORE READING

4

CENTRAL IDEA

Do a close read of the <u>title</u> of the text, <u>each sub-headings</u>, and <u>any visuals</u>

- What does the <u>title</u>/<u>sub-headings</u>/<u>any visuals</u> suggest about the central idea?
  - Answer these questions in place of writing in your article

List in this box repeated <u>words</u> or <u>ideas</u> used within the <u>title</u>, <u>any sub-heading</u>, and <u>vocab</u> - 3 minimum; circle them in the text

List in this box repeated <u>words</u> or <u>ideas</u> used within the <u>captions of visuals</u> - 3 to 5 minimum; circle them in the text

Based on the sub-headings, and more specifically, the sub-heading called

_____
"
I anticipate that the article will delve into...
Write something specific/related/meaningful in relation to the excerpt

Based on the <u>repeated words and ideas</u> found in the sub-headings, title, captions, and vocab what do you believe the text will primarily focus on?

Using the repeated words and ideas as clues, I think this text is mostly about ...

Place Your Bets on Frankenstein!

Predict what will happen in Mary Shelley's *Frankenstein* based on what we've learned so far.

Victor Frankenstein is an ambitious scientist who, driven by a desire to unlock the secrets of life, creates a living being through an unorthodox experiment. Known as the Creature, this being is complex and not simply a monster. In this activity, you and your group will predict the choices Victor and the Creature will make and how these decisions will shape the story.

The Creature's Creation: Will Victor's experiment succeed or fail?

☐ The experiment works, but something goes horribly wrong.
☐ The experiment fails completely, leading to unexpected consequences.
☐ The experiment is a success, but with outcomes that surprise even Victor.

Victor's Responsibility: Will Victor feel responsibility for his creation, or will he abandon it?

☐ Victor takes full responsibility and tries to care for the creature.
☐ Victor is terrified and immediately abandons the creature.
☐ Victor is conflicted but ultimately distances himself from his creation.

The Creature's Fate: Will the creature become a hero, a villain, or something in between?

☐ The creature becomes a tragic villain driven by anger and revenge.
☐ The creature seeks understanding and becomes an antihero.
☐ The creature tries to be good but is misunderstood by everyone.

Themes of Power and Knowledge: Will the pursuit of knowledge bring enlightenment or destruction?

☐ Knowledge leads to Victor's downfall and chaos for others.
☐ The pursuit of knowledge reveals both enlightening and destructive outcomes.
☐ Victor's quest for knowledge is ultimately beneficial but comes at a great cost.

Mary Shelley's Influences: How much will Mary Shelley's personal struggles influence the tone of the story?

☐ The tone is deeply dark and reflects her personal struggles.
☐ The tone is somber with moments of hope, reflecting a balance of light and dark.
☐ The tone is tragic but with a sense of resilience and determination.

INITIAL TO PLACE THE BET
Discussion Facilitator

INITIAL TO PLACE THE BET
Time keeper

INITIAL TO PLACE THE BET
Activity Coordinator

INITIAL TO PLACE THE BET
Summarizer

1. What was the profession of Mary Shelley's father, William Godwin?

2. How did Mary Shelley's mother, Mary Wollstonecraft, influence her life?

3. What personal challenge did Mary Shelley confront with?

4. How did Mary Shelley's relationship with her stepmother affect her childhood?

5. What is one way that Mary Shelley found solace during her challenging childhood?

6. Where did Mary Shelley get the idea for Frankenstein?

7. How old was Mary Shelley when she wrote Frankenstein?

8. What famous poets were with Mary Shelley when she conceived the idea for Frankenstein?

9. What was the initial public reaction to the publication of Frankenstein?

10. What did Mary Shelley say about her motivation for writing Frankenstein?

11. What were some personal tragedies Mary Shelley faced during her marriage to Percy Bysshe Shelley?

12. How did the death of Mary Shelley's children affect her life and writing?

13. What novel did Mary Shelley write about a future world ravaged by plague?

14. What were some of Mary Shelley's notable works besides Frankenstein?

15. What impact did Percy Bysshe Shelley's death have on Mary Shelley?

16. How did Mary Shelley contribute to Percy Bysshe Shelley's legacy after his death?

17. How did Mary Shelley's writing and life experiences influence themes in her work?

18. How has Frankenstein influenced modern literature and popular culture?

19. What themes in Frankenstein continue to resonate with readers today?

20. How has Mary Shelley's work been recognized or celebrated after her death?

21. How did Mary Shelley's relationship with her parents influence her work?

22. What role did Mary Shelley's collection with Lord Byron play in her writing career?

23. How did Mary Shelley's relationship with other writers shape her literary creations?

24. In what ways did Mary Shelley's experiences with loss and grief have on her writing?

25. What impact did Mary Shelley's experiences with loss and grief have on her writing?

1. What was the profession of Mary Shelley's father, William Godwin?
   o William Godwin was a philosopher and novelist.
2. How did Mary Shelley's mother, Mary Wollstonecraft, influence her early life?
   o Mary Wollstonecraft was a pioneering advocate for women's rights, and her intellectual legacy likely influenced Mary Shelley's development and the ideas she explored in her writing.
3. What personal challenge did Mary face shortly after her birth?
   o Mary's relationship with her mother, Mary Wollstonecraft, who died shortly after Mary's birth.
4. How did Mary Shelley's relationship with her stepmother affect her childhood?
   o Mary's relationship with her stepmother was strained, leading to feelings of isolation during her childhood.
5. What is one way that Mary Shelley found solace during her challenging childhood?
   o Mary found solace in writing and reading, which became her refuge.
6. Where did Mary Shelley get the idea for Frankenstein?
   o Mary Shelley conceived the idea for Frankenstein during a summer spent in Switzerland with Percy Bysshe Shelley and Lord Byron.
7. How old was Mary Shelley when she wrote Frankenstein?
   o Mary Shelley was 18 years old when she conceived the idea for Frankenstein.
8. What famous poets were with Mary Shelley when she conceived the idea for Frankenstein?
   o The famous poets with her were Percy Bysshe Shelley and Lord Byron.
9. What was the initial public reaction to the publication of Frankenstein?
   o Frankenstein was published anonymously in 1818, and while the initial reaction is not detailed, it quickly became recognized as a significant work.
10. What did Mary Shelley say about her motivation for writing Frankenstein?
    o Mary Shelley mentioned that the idea came from a ghost story writing competition, which inspired her to imagine a tale about a scientist who creates life.
11. What were some personal tragedies Mary Shelley faced during her marriage to Percy Bysshe Shelley?
    o Mary suffered the loss of three of her children at a young age during her marriage to Percy Bysshe Shelley.
12. How did the death of Mary Shelley's children affect her life and writing?
    o The deaths of her children deeply affected Mary, influencing the themes of loss, grief, and creation in her writing.
13. What novel did Mary Shelley write about a future world ravaged by plague?
    o The novel is The Last Man.
14. What were some of Mary Shelley's notable works besides Frankenstein?
    a. Besides Frankenstein, Mary Shelley wrote The Last Man, a novel about a future world ravaged by plague.
15. What impact did Percy Bysshe Shelley's death have on Mary Shelley?
    o Percy Bysshe Shelley's death left Mary widowed at 24, impacting her personal life and work.
16. How did Mary Shelley contribute to Percy Bysshe Shelley's legacy after his death?
    o Mary Shelley edited and published Percy Bysshe Shelley's works, preserving his literary legacy.
17. How did Mary Shelley's writing and life experiences influence the themes in her works?
    a. Mary Shelley's writing was deeply influenced by her personal tragedies, including the loss of her children and her husband, Percy Bysshe Shelley. These experiences influenced the themes of loss, grief, and creation in her works, particularly in Frankenstein.
18. How has Frankenstein influenced modern literature and popular culture?
    o Frankenstein has been adapted into numerous films, plays, and television shows, and its themes continue to resonate with readers today.
19. What themes in Frankenstein continue to resonate with readers today?
    o Themes of creation, responsibility, and the pursuit of knowledge are central to Frankenstein and continue to resonate with readers.
20. How has Mary Shelley's work been recognized or celebrated after her death?
    o Mary Shelley is recognized as a pioneering voice in literature, and her work, especially Frankenstein, has been celebrated and analyzed by scholars and readers.
21. How did Mary Shelley's relationship with her parents influence her work?
    o Mary was influenced by her mother's advocacy for women's rights and her father's philosophical writings.
22. What role did Mary Shelley's connection with Lord Byron play in her writing career?
    o Her connection with Lord Byron was significant in inspiring the idea for Frankenstein during their time together in Switzerland.
23. How did Mary Shelley's relationships with other writers shape her literary creations?
    o Her relationships with other writers, including Percy Bysshe Shelley and Lord Byron, provided inspiration and intellectual stimulation that influenced her literary creations.
24. In what ways did Mary Shelley's Frankenstein contribute to the development of the science fiction genre?
    o Frankenstein is often credited as one of the first science fiction novels, blending elements of science with human emotion and exploring themes of creation and responsibility.
25. What impact did Mary Shelley's experiences with loss and grief have on her writing?
    o Mary Shelley's experiences with loss and grief, including the death of her children and her husband Percy Bysshe Shelley, deeply affected her writing. These personal tragedies influenced the themes of loss, grief, and creation in her works, particularly in Frankenstein. The novel reflects her sorrow and the emotional turmoil she experienced, blending these themes with her imaginative exploration of creation and responsibility.

Question List

1. What was the profession of Mary Shelley's father, William Godwin?
2. How did Mary Shelley's mother, Mary Wollstonecraft, influence her early life?
3. What personal challenge did Mary face shortly after her birth?
4. How did Mary Shelley's relationship with her stepmother affect her childhood?
5. What is one way that Mary Shelley found solace during her challenging childhood?
6. Where did Mary Shelley get the idea for Frankenstein?
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14. What were some of Mary Shelley's notable works besides Frankenstein?
15. What impact did Percy Bysshe Shelley's death have on Mary Shelley?
16. How did Mary Shelley contribute to Percy Bysshe Shelley's legacy after his death?
17. How did Mary Shelley's writing and life experiences influence the themes in her works?
18. How has Frankenstein influenced modern literature and popular culture?
19. What themes in Frankenstein continue to resonate with readers today?
20. How has Mary Shelley's work been recognized or celebrated after her death?
21. How did Mary Shelley's relationship with her parents influence her work?
22. What role did Mary Shelley's connection with Lord Byron play in her writing career?
23. How did Mary Shelley's relationships with other writers shape her literary creations?
24. In what ways did Mary Shelley's Frankenstein contribute to the development of the science fiction genre?
25. What impact did Mary Shelley's experiences with loss and grief have on her writing?

Block Poster Activity

Individual Expectations

- **Answer Accuracy:** Ensure your answer is accurate and directly addresses the question based on the provided source material.
- **Clarity and Neatness:** Write your answer clearly and legibly. Use complete sentences and proper grammar.
- **Detailing in Coloring:** Use colors thoughtfully to reflect the theme of Frankenstein. Avoid coloring outside the lines and strive for neatness.
- **Follow Instructions:** Adhere to any specific instructions given for coloring (e.g., color schemes or shading techniques).

Group Expectations

- **Consistency:** Make sure the style and approach to coloring are consistent across all pieces to ensure a cohesive final image.
- **Collaboration:** Communicate with peers to ensure your section fits well with adjacent sections. If needed, coordinate coloring techniques or color choices.
- **Quality Check:** Review your piece and adjacent pieces for continuity. Make adjustments if necessary to align with the overall image.
- **Timeliness:** Complete your individual section by the assigned deadline to ensure that all pieces can be assembled on time.

General Expectations

- **Respect and Responsibility:** Handle all materials carefully, including both your own and those of your classmates. Respect others' work.
- **Effort and Engagement:** Put forth your best effort in both answering the question and coloring. Engage with the activity and take pride in your contribution.
- **Feedback and Revisions:** Be open to feedback from peers and teachers. If corrections or improvements are needed, make them promptly.
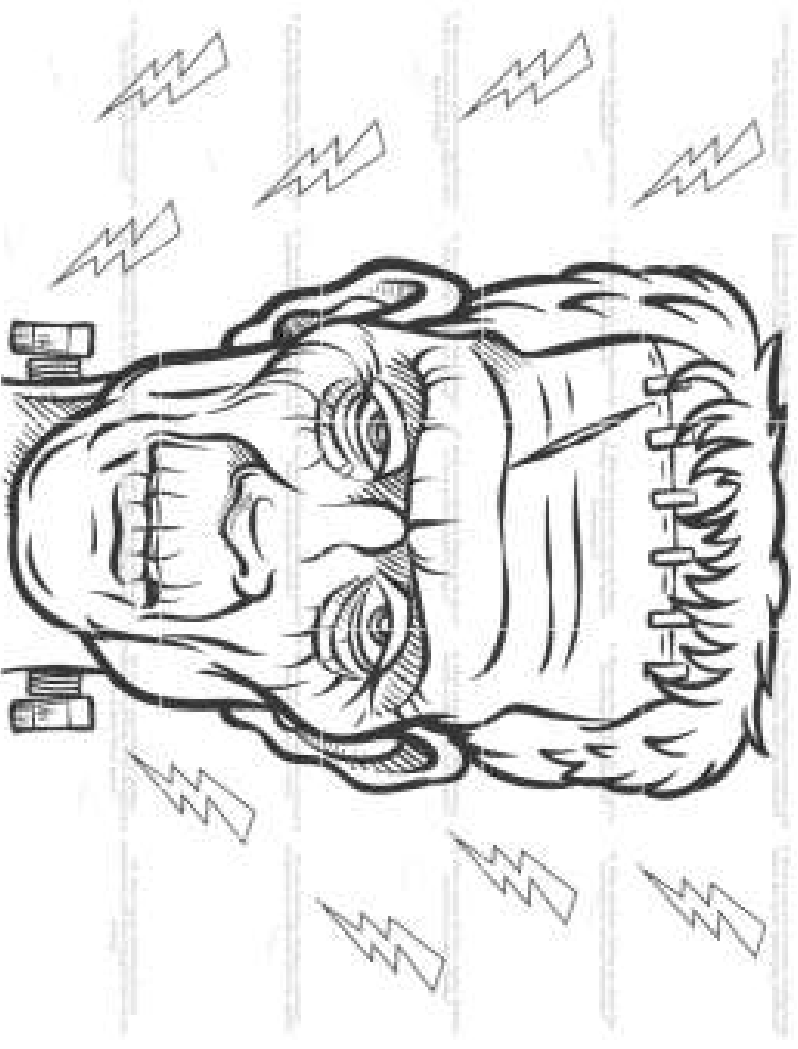
It will be a competition between 6th period and 7th/8th combined. The posters will be put together out in the hallways and teachers/staff can vote based on these qualities:

- **Artistic Quality:** Assess the creativity and neatness of the coloring. Well-executed and visually appealing sections will stand out.
- **Cohesiveness:** Determine how well each piece integrates into the larger image. A seamless fit and consistent style across the poster should be highlighted.
- **Overall Presentation:** Consider the overall impact of the completed block poster. How engaging and impressive is the final image when all pieces are put together?

Write Plan

How did Mary Shelley's personal experiences, such as her relationships and losses, influence the themes she explored in her writing?

_____

_____

_____

_____

What role did Mary Shelley's upbringing and intellectual environment play in shaping her as a writer and thinker?

_____

_____

_____

_____

In what ways did Mary Shelley's resilience contribute to her legacy as an influential author in the literary world?

_____

_____

_____

_____

How do your answers to these three questions help you determine the central idea of the article?
Remember, a central idea should be a single sentence that clearly states the main topic—Mary Shelley's life and legacy—and is supported by multiple pieces of evidence throughout the text.

_____

_____

_____

_____

Excerpts from Frankenstein; or, The Modern Prometheus

Excerpt from the beginning of Chapter 5:

Instructions:

- Underline (and label) the emotions expressed by Dr. Frankenstein in this passage, ranging from eager anticipation to horror and disgust.
- Circle words or phrases (and label) that enhance the dark atmosphere of this particular scene through setting details.
- Box (and label) in Frankenstein's initial reactions towards the creature he brought to life.

"It was on a **dreary** night of November that I **beheld** the **accomplishment** of my **toils**. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might **infuse** a spark of being into the **lifeless** thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the **panes**, and my candle was nearly burnt out, when, by the **glimmer** of the **half**-**extinguished** light, I saw the dull yellow eye of the creature open; it breathed hard, and a **convulsive** motion **agitated** its limbs."

"How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form?......"

"... I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had **deprived** myself of rest and health. I had desired it with an **ardour** that far exceeded **moderation**; but now that I had finished, the beauty of the dream **vanished**, and **breathless** horror and disgust filled my heart. Unable to **endure** the **aspect** of the being I had created, I rushed out of the room and continued a long time traversing my bed-chamber, unable to compose my mind to sleep. At length **lassitude** succeeded to the **tumult** I had before endured, and I threw myself on the bed in my clothes, **endeavouring** to seek a few moments of **forgetfulness**"

Emotions	Setting	Reactions
#1	#2	#2
#2	#2	#2
#3	#3	#3

- **Dreary** - (adj.) bleak, depressing, or dull.
- **Beheld** - (v.) saw or observed.
- **Accomplishment** - (n.) the successful completion or achievement of something.
- **Toils** - (n.) hard work or labor.
- **Infuse** - (v.) to put something into something else; to instill.
- **Lifeless** - (adj.) lacking life or vitality; not alive.
- **Convulsive** - (adj.) characterized by sudden, uncontrollable movements or contractions.
- **Agitated** - (adj.) disturbed or excited; showing signs of anxiety or nervousness.
- **Panes** - (n.) flat pieces of glass in a window or door.
- **Glimmer** - (n.) a faint or intermittent light.
- **Half-extinguished** - (adj.) partially put out or dying out.

- **Ardour** – (n.) intense passion or enthusiasm.
- **Inanimate** – (adj.) not alive; lacking life.
- **Deprived** – (v.) denied or withheld from having something.
- **Moderation** – (n.) avoidance of excess; balance.
- **Vanished** – (v.) disappeared suddenly and completely.
- **Breathless** – (adj.) feeling intense shock or horror; overwhelmed.
- **Endure** – (v.) to suffer through or tolerate something.
- **Aspect** – (n.) appearance or visual representation.
- **Lassitude** – (n.) state of physical or mental weariness; fatigue.
- **Tumult** – (n.) a state of confusion or disorder; noisy commotion.
- **Endeavouring** – (v.) attempting or trying hard to achieve something.
- **Forgetfulness** – (n.) inability to remember; state of being forgetful.

Frankenstein in the Novel and Film

Use the table below to list at least three observations you consider interesting or essential in the portrayal of Dr. Frankenstein and his scientific work in the novel and film. Include any observations of supporting elements such as other characters, feeling, actions, surroundings, climate, etc.

Novel (1818)	Film (1931)

How is the mood of the scene in the novel and the film portrayed similarly or differently?

What may Dr. Frankenstein and his creature exemplify or represent in society?

Mary Wollstonecraft Shelley

The Sparks of Creation: The Life and Legacy of Mary Shelley

Creativity - Innovation - Legacy - Loss - Resilience

Name:

Early Life

Who were Mary Shelley's parents, and how did they influence her upbringing?

What significant event happened in Mary Shelley's early life that deeply affected her?

Frankenstein

What inspired Mary Shelley to write her most famous novel, Frankenstein?

Other Famous Works

Besides Frankenstein, what other notable works did Mary Shelley write?

Influence of Her Relationships

How did Mary Shelley's relationships with other writers and intellectuals of her time influence her work?

What role did her husband, Percy Bysshe Shelley, play in her writing career?

Personal Struggles

What personal challenges did Mary Shelley face during her marriage to Percy Bysshe Shelley?

How did the deaths of her children impact Mary Shelley's life and writing?

Death

When and how did Mary Shelley die?

What were some of the final thoughts or writings of Mary Shelley before her death?

Mary Wollstonecraft Shelley

The Sparks of Creation: The Life and Legacy of Mary Shelley

Literary Legacy

How has Mary Shelley's Frankenstein influenced modern literature and popular culture?

What are some ways in which Mary Shelley's work has been recognized or celebrated after her death?

1	2

Match Each Word to an Event and Image

Match each Shelley descriptive word with the corresponding life event and image

Creative　　**Innovation**　　**Legacy**　　**Loss**　　**Resilience**

Breaking Through

Word	Life Event From the Author Search

Beyond the Pages

Word	Life Event From the Author Search

Echoes of Time

Word	Life Event From the Author Search

Illumination

Word	Life Event From the Author Search

Fading Petals

Word	Life Event From the Author Search

Mary Wollstonecraft Shelley

The Sparks of Creation: The Life and Legacy of Mary Shelley

In a well-organized paragraph or two, explain how Mary Shelley's personal struggles and relationships influenced her writing, particularly in Frankenstein. Discuss specific aspects of her life and experiences that are reflected in her work. Additionally, describe how Frankenstein and other works by Shelley have impacted literature and popular culture. Consider how her intellectual environment and connections with other writers shaped her success and creative output.
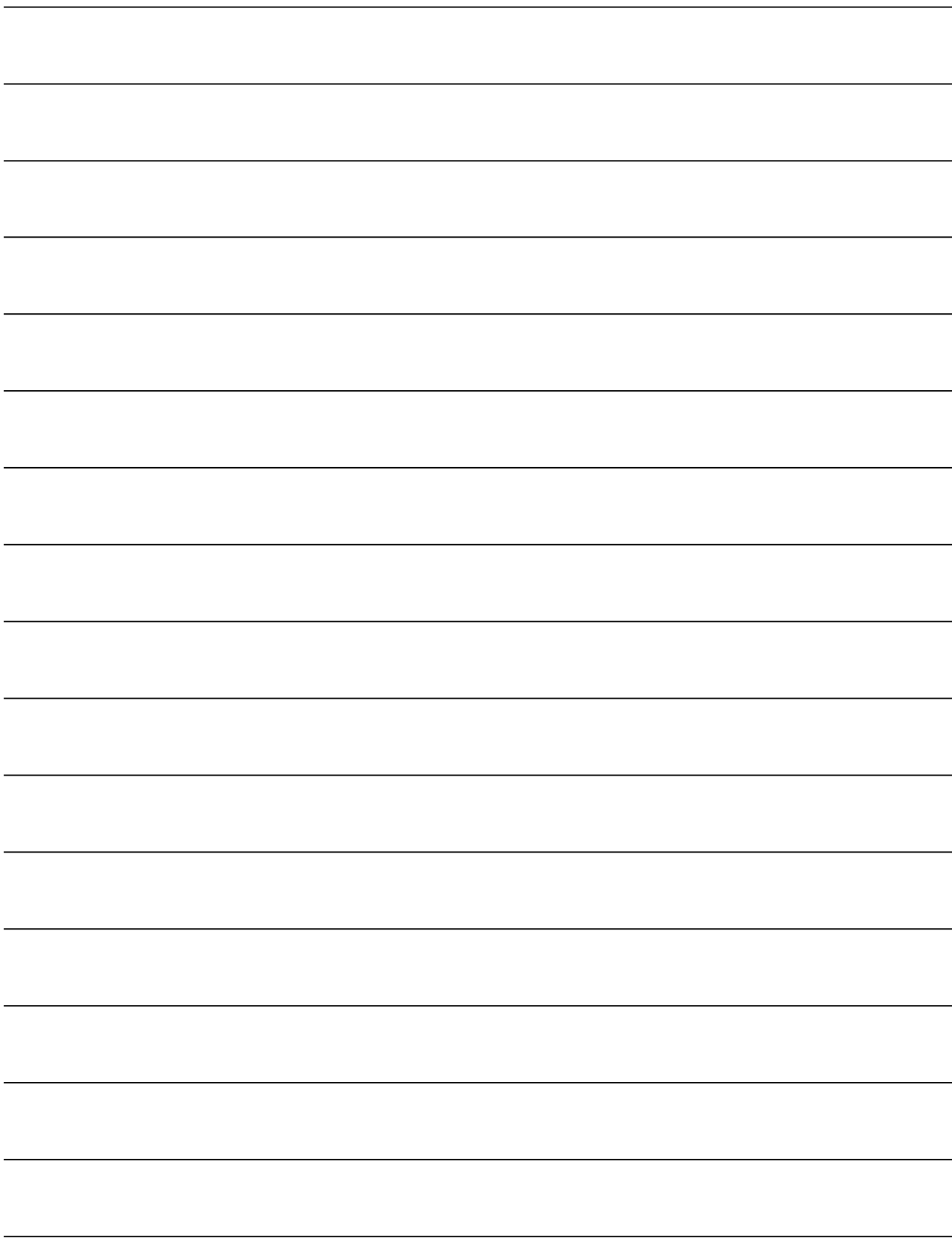
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Mary Wollstonecraft Shelley

The Sparks of Creation: The Life and Legacy of Mary Shelley

Directions: *Carefully read the article titled "The Sparks of Creation: The Life and Legacy of Mary Shelley" Pay close attention to the details about Shelley's life, her works, and the challenges she faced.*

Creativity - Innovation - Legacy - Loss - Resilience

The Seeds of Genius: Mary Shelley's Formative Years

Mary Shelley was born on August 30, 1797, into a family of intellectuals. Her father, William Godwin, was a philosopher and novelist, while her mother, Mary Wollstonecraft, was a pioneering advocate for women's rights. Sadly, Mary's mother died shortly after her birth, leaving her to be raised by her father and a stepmother. Growing up surrounded by books and ideas, Mary developed a love for literature at a young age.

Despite this rich intellectual environment, Mary's childhood wasn't without challenges. Her father remarried, and the relationship with her stepmother was strained. She often felt isolated, but she found solace in writing and reading, which became her refuge.

The Birth of a Vision: The Genesis of Frankenstein

Mary Shelley is best known for her novel Frankenstein, which she wrote when she was just 18 years old. The idea for the story came to her during a summer spent in Switzerland with her future husband, Percy Bysshe Shelley, and the famous poet Lord Byron. A ghost story writing competition led Mary to imagine a tale about a scientist who creates life, only to be horrified by what he has done.

Frankenstein became an instant success and is often credited as one of the first science fiction novels. But Mary didn't stop there; she went on to write several other works, including The Last Man, a novel about a future world ravaged by plague, which showcased her talent for blending science fiction with human emotion.

Trials and Triumphs: The Personal Challenges Behind the Pen

Mary Shelley's life was marked by personal tragedies that deeply influenced her writing. She married Percy Bysshe Shelley in 1816, and while their relationship was passionate, it was also filled with hardship. The couple faced financial difficulties, and Mary suffered the loss of three of her children at a young age. These losses took a heavy toll on her, and the themes of loss, grief, and creation in Frankenstein reflect her personal sorrows.

Despite these challenges, Mary continued to write and support her husband's career. However, her relationship with Percy wasn't always easy. He encouraged her writing, but he also had his own struggles, including an untimely death in a boating accident in 1822, which left Mary widowed at 24.

The Final Chapter: Reflections on a Life Well Lived

Mary Shelley's life came to an end on February 1, 1851, at the age of 53. She died of a suspected brain tumor in London, surrounded by her surviving son and friends. Before her death, Mary remained dedicated to her writing and to preserving the memory of her late husband, editing and publishing his works.

Enduring Impact: The Legacy of Mary Shelley

Mary Shelley's Frankenstein has left an indelible mark on literature and popular culture. The novel has been adapted into countless films, plays, and television shows, and its themes of creation, responsibility, and the pursuit of knowledge continue to resonate with readers today. Mary Shelley is now recognized as a pioneering voice in literature, not just for Frankenstein but for her contributions to the genre of science fiction.

Her work has been celebrated and **analyzed** by scholars and readers alike, and her life story continues to inspire those who face struggles of their own. Mary Shelley's legacy is one of resilience, creativity, and the power of imagination.

The Web of Influence: How Relationships Shaped Her Work

Mary Shelley's relationships with other writers and thinkers of her time played a crucial role in shaping her work. Her husband, Percy Bysshe Shelley, was a significant influence, encouraging her to write and introducing her to a circle of intellectuals. However, Mary was also influenced by the ideas of her parents, particularly her mother's advocacy for women's rights and her father's philosophical writings.

Her connection with Lord Byron and the experiences of their time together in Switzerland also played a vital role in the creation of *Frankenstein*. These relationships provided Mary with both inspiration and challenges, pushing her to explore complex ideas in her writing.

1790's	1810's	1820's	1830's	1840-1850s
• **1797:** Mary Shelley is born on August 30 in London.	• **1814**: Mary begins a relationship with Percy Bysshe Shelley. • **1816**: The idea for *Frankenstein* is conceived during a summer in Switzerland. • **1818**: *Frankenstein* is published anonymously.	• **1822**: Percy Bysshe Shelley dies in a boating accident. • **1823**: *Frankenstein* is republished under Mary Shelley's name. • **1826**: Mary publishes *The Fortunes of Perkin Warbeck*, a historical novel.	• **1831**: A revised edition of *Frankenstein* is published.	• **1844**: Mary Shelley publishes *Lodore*, continuing her exploration of societal issues and female empowerment. • **1851**: Mary Shelley dies on February 1 in London.

Before You Submit

Highlighting Checklist for Submission

<div style="writing-mode: vertical">Check the box when you have completed these highlights</div>

1. **Structure:**
   - ☐ **Topic Sentence(s) :** Highlight in **light yellow** the sentence that introduces the main idea of your response.
   - ☐ **Key Points:** Highlight in **light yellow** the sentences where you explain the similarities and differences between Galvani and Aldini.
   - ☐ **Conclusion:** Highlight in **light yellow** the sentence that summarizes your response and ties everything together.
2. **Specificity of Response:**
   - ☐ **Connections to Frankenstein:** Highlight in **light blue** the parts where you explain how the scientists' work influences the themes in Frankenstein.
3. **Relevance and Insight:**
   - ☐ **Insightful Observations:** Highlight **in light green** sentences where you provide relevant insights or make clear connections between the scientists' work and the novel.
   - ☐ **Support for Central Idea:** Highlight **in light green** the sections where you discuss how the article's central idea is supported by the comparisons you've made.
4. **Conventions:**
   - ☐ **Clear Language:** Highlight in **light pink** your favorite sentence where you used clear and correct language.

Understanding Insight

What is Insight?
- Insight is about showing a deeper understanding of how and why something matters. It's not just stating facts but explaining the significance of those facts and connecting them to bigger ideas.

What Makes Insight Different:
- **Topic Sentence:** Introduces the main idea or point.
- **Supporting Details:** Provide evidence and examples to back up the main idea.
- **Conclusion:** Summarizes the main points or restates the importance.
- **Insight:** Explains the broader significance and connections, showing why the details and examples matter and how they impact our understanding.

Plan Your Write

How do their different approaches to galvanism relate to the themes in Frankenstein?

The article compares Luigi Galvani's approach to galvanism with Giovanni Aldini's by showing that...

_____

_____

_____

_____

_____

Summarize the main idea of the article and how it relates to Mary Shelley's novel.

The central idea of the article is that the scientific work of Galvani and Aldini influenced Frankenstein by...

_____

_____

_____

_____

_____

_____

Think about how the article connects Galvani's and Aldini's experiments to the themes of ambition and ethics in Frankenstein. Which particular examples from the article demonstrate how their research influences the novel's depiction of scientific exploration?

The connection between Galvani's and Aldini's experiments and the themes in Frankenstein is evident when the article discusses...

_____

_____

_____

_____

Charged Ambitions: The Scientific Roots of Mary Shelley's Frankenstein

Mary Shelley's *Frankenstein* is an important novel that explores **ambition** and the **pursuit of knowledge** through scientific experimentation. Two key figures in science, Luigi Galvani and his nephew Giovanni Aldini, helped shape the ideas about **animation** and electricity that influenced Shelley's **portrayal** of the creature. This article compares and contrasts the contributions of Galvani and Aldini to the understanding of **galvanism** and their lasting impact on literature and **ethics**.

Discovering the Secrets of Life

Luigi Galvani (1737-1798) was an Italian doctor and scientist known as the father of **bioelectricity**. He began his **groundbreaking** experiments on frogs, where he found that **electrical stimulation** could make muscles contract. This **phenomenon**, which he called "animal electricity," suggested that living organisms had a **vital force** that could be affected by electricity. Galvani's work sparked curiosity and debate about the nature of life. Galvani's desire to understand the connection between electricity and biology led to important discoveries about how living things can be influenced by outside forces.
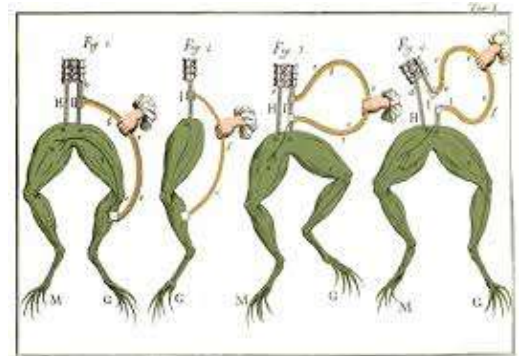
Luigi Galvani was an Italian physician, physicist, biologist and philosopher, who studied animal electricity. In 1780, he discovered that the muscles of dead frogs' legs twitched when struck by an electrical spark. This was an early study of bioelectricity, following experiments by John Walsh and Hugh Williamson.

However, his focus on nature and the vital force in living beings raised ethical questions about **manipulating** life. While Galvani sought to understand nature's mysteries, his work set the stage for future scientific efforts that would push the limits of life and death.

The Showmanship of Science

Giovanni Aldini (1762-1834), Luigi Galvani's nephew, built on his uncle's work and became famous for his public demonstrations of **galvanism**. Galvanism is a term that refers to the phenomenon of electrical stimulation causing muscular contractions in living organisms. Galvanism is often associated with the idea of using electricity to animate or influence **biological processes**.

The Showmanship of Science Cont'd.

Aldini used bioelectricity on larger organisms, even using the bodies of executed criminals to show the effects of electrical stimulation. His experiments were both scientific and theatrical, often involving dramatic presentations that fascinated audiences. Aldini aimed to promote galvanism as a way to demonstrate the possibility of reviving life through electricity.

While Galvani's approach was based on natural philosophy and ethical reflection, Aldini adopted a more **flamboyant** style that highlighted the **spectacle** of science. This contrast reveals two sides of ambition in science—one that seeks to uncover truths about the natural world and another that seeks fame through **sensationalism**. Aldini's public demonstrations often raised ethical questions about how human subjects were treated, blurring the lines between science and entertainment.

Considering Ethical Questions

The experiments of Galvani and Aldini greatly influenced Mary Shelley's ideas about **animation** and the pursuit of knowledge in *Frankenstein*. Their work with electricity and living beings made Shelley think about the consequences of **unchecked ambition** in science. As she wrote her story, the ethical dilemmas surrounding the manipulation of life became central to her **exploration** of creation and responsibility. Galvani's and Aldini's **legacies** remind readers of the possible consequences of ambition and the quest for knowledge in a world where the limits of life are increasingly tested.

1737-1798	1780	1762-1834	1818
The lifespan of Luigi Galvani, who conducted pioneering experiments in bioelectricity and discovered "animal electricity."	The year Luigi Galvani discovered that electrical stimulation could cause the muscles of dead frogs' legs to twitch, marking an early study of bioelectricity.	The lifespan of Giovanni Aldini, who built on Galvani's work and became famous for his public demonstrations of galvanism, including experiments on larger organisms and the bodies of executed criminals.	Mary Shelley published *Frankenstein*

Discussion Facilitator:

Role: Leads small group discussions or activities, prompts students with questions, and ensures that everyone contributes.

Activity Coordinator:

Role: Organizes and manages group activities, such as gathering supplies, organizing materials, etc. Ensures everyone knows their part and participates actively.
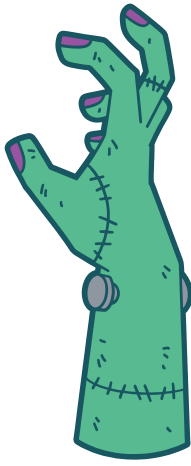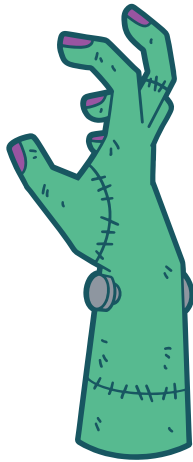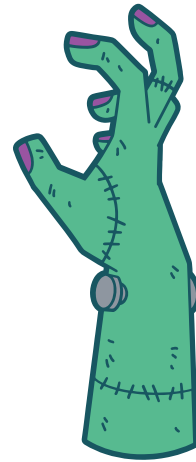
Summarizer:

Role: Summarizes key points from group discussions and activities at the end of each session. Shares these summaries with the class or posts them on a shared platform.

Time Keeper:

Role: Monitors and manages the time for each activity or discussion segment. Alerts the group when it's time to move on to the next task or wrap up.

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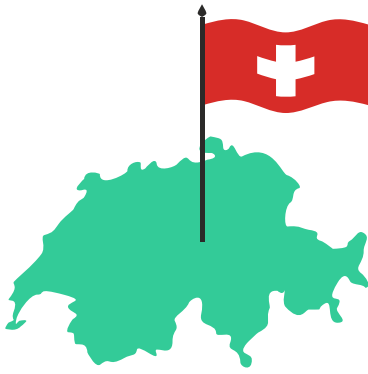
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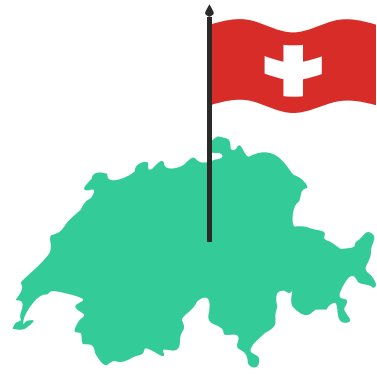
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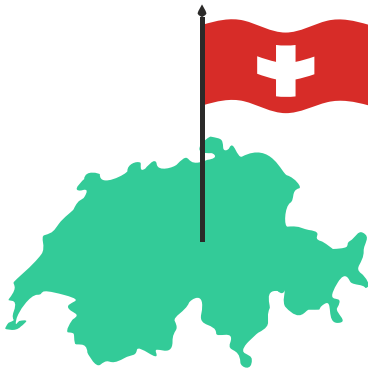
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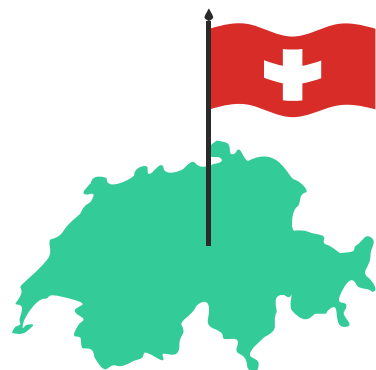
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Philosopher's Stone
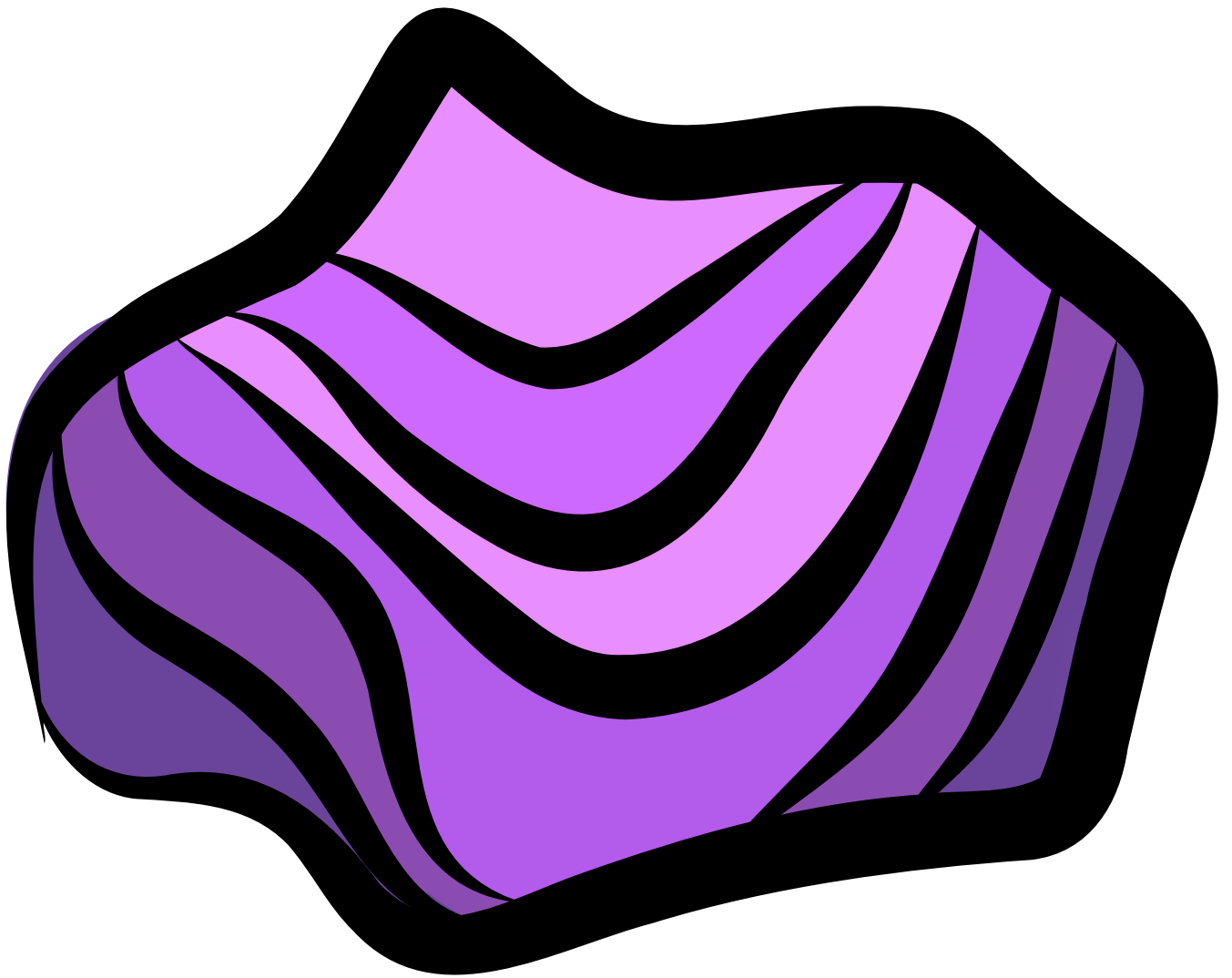
Electricity

Graveyard
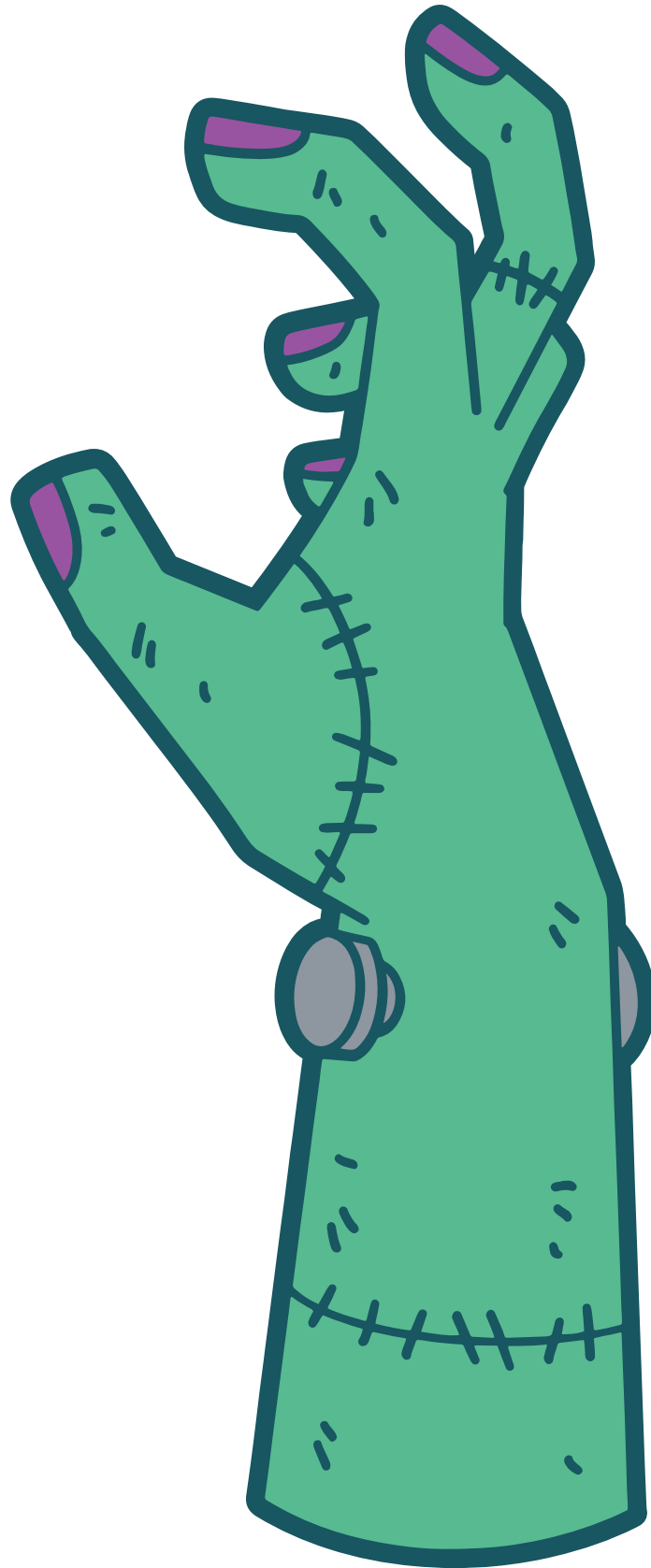
The Creature's Hand
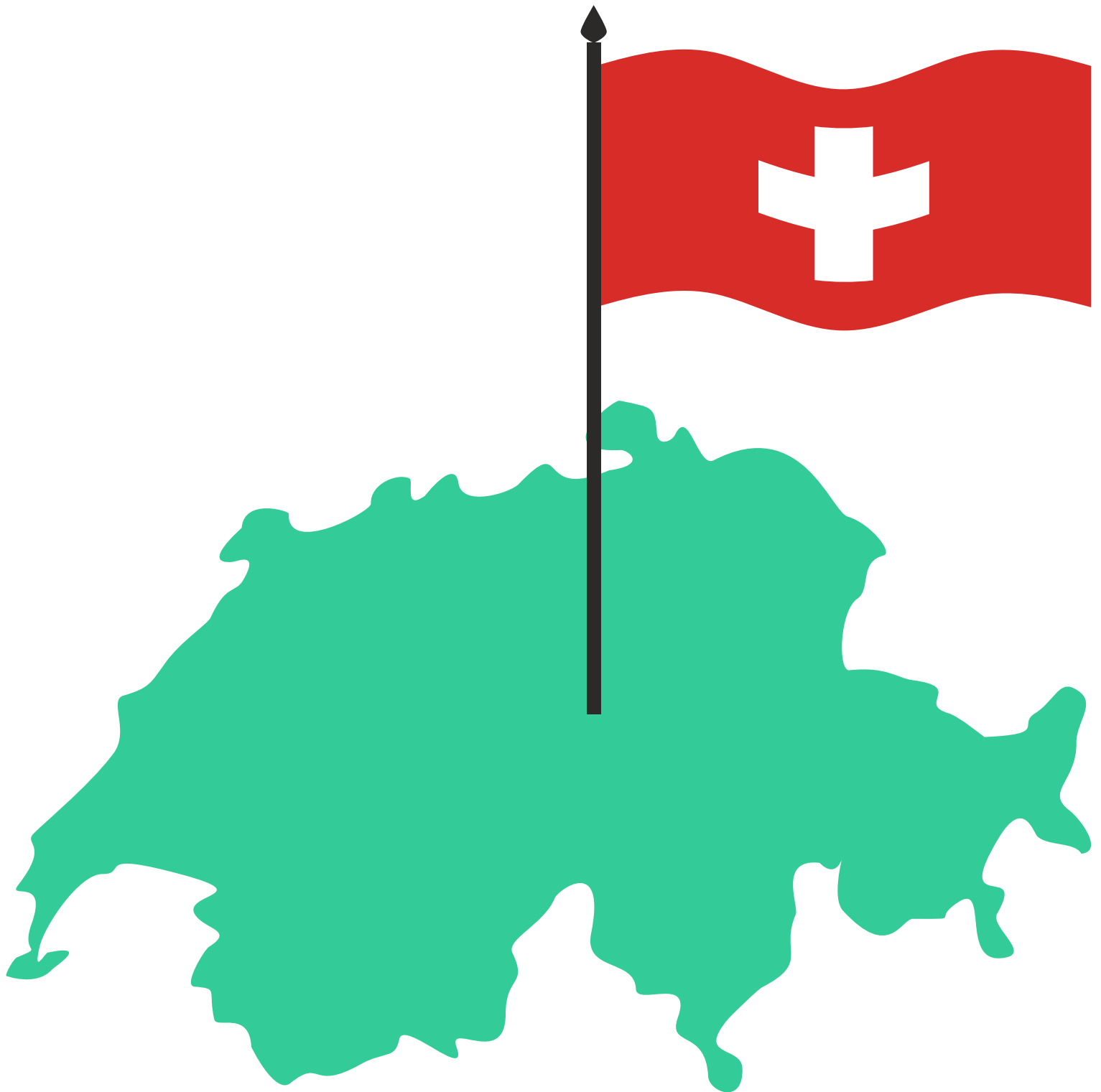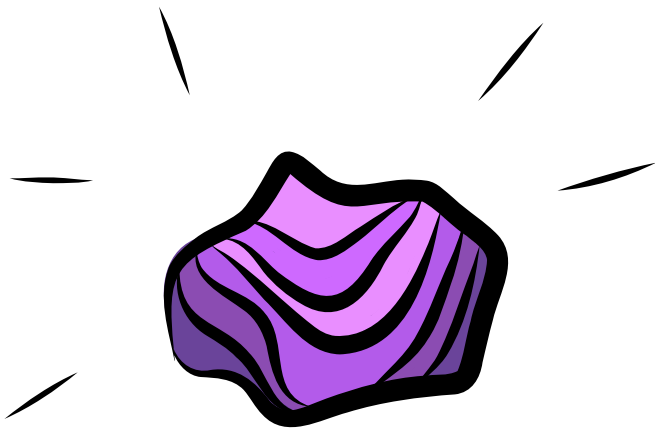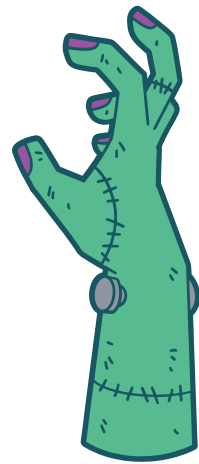
Mont Blanc

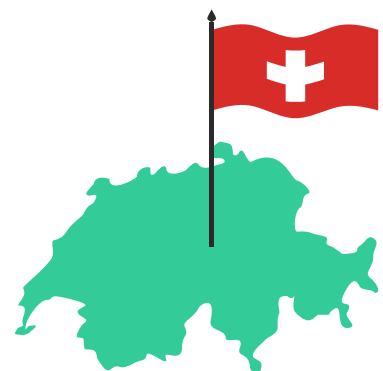# Geneva

Philosopher's Stone
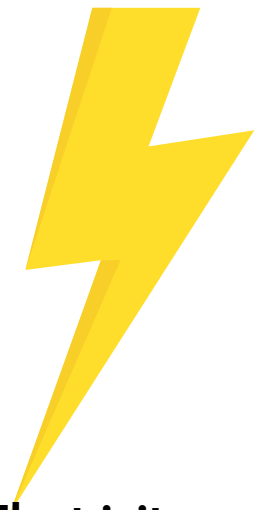
Electricity

Graveyard

The Creature's Hand

Mont Blanc

Geneva

Text Structure: Charged Ambitions

The "compare and contrast" text structure is a way of organizing information by examining the similarities and _____ between two or more subjects. This structure is often used to help readers understand the relationships between ideas, events, or people by showing how they are alike and how they differ.

Why It's Effective:
- **Clarifies _____ Ideas:** By breaking down subjects into their similarities and differences, the text becomes easier to understand, especially when dealing with complex or abstract concepts.
- **_____ the Main Idea:** The compare and contrast structure often leads to a deeper understanding of the main idea, as it allows the reader to see how different elements contribute to a broader theme or message.
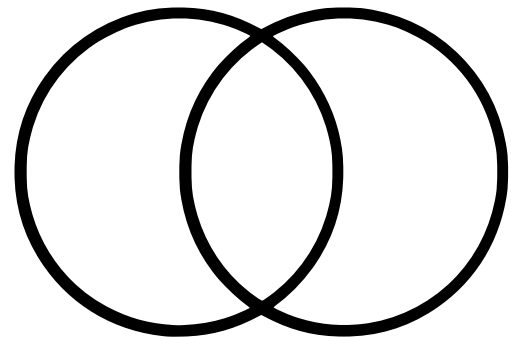
In Practice:
In an article, this structure might first compare the subjects on a specific point, such as their goals or methods. Then, it contrasts them to show how they _____, providing a balanced view that enhances the reader's understanding of the topic.

Here are some words and phrases that signal a compare and contrast text structure:

Comparison Signals:
- Similarly
- Likewise
- Both
- In the same way
- Just as
- Equally
- As well as
- In common
- Similarly to
- Correspondingly
- Compares

Contrast Signals:
- However
- On the other hand
- In contrast
- Unlike
- Differently
- Conversely
- Although
- Whereas
- While
- Yet

The Venn Diagram is often utilized to illustrate similarities and differences between two subjects.

New Annotations:

Identify Comparisons:
- Go back in the article, look for places in the text where the author discusses similarities between Galvani and Aldini. Use the provided annotation symbol to mark each additional annotation.
- Use a one color to highlight these comparisons. For example, note when the article talks about their shared interest in electricity or their influence on Mary Shelley.

Annotation Symbol

Identify Contrasts:
- Next, find sections where the article focuses on the differences between Galvani and Aldini. Use the provided annotation symbol to mark each additional annotation.
- Use another color to highlight these contrasts. This might include their different methods of experimentation or their unique contributions to science.

Annotation Symbol

Discuss and Answer:

- After highlighting, discuss with your partner why the author might have chosen to compare and contrast Galvani and Aldini in this way. Write your answer below.

_____

_____

_____

_____

Galvani

Shared/Overlap

Aldini

3-4 key points for Luigi Galvani in his section.

2-3 points in the overlapping section

3-4 key points for Giovanni Aldini in his section.

Luigi Galvani Section: Write down key facts, ideas, and contributions related to Galvani.

Shared/Overlap Section: In the overlapping area, list the similarities between Galvani and Aldini.

Giovanni Aldini Section: Write down key facts, ideas, and contributions related to Aldini.

Compare and Contrast

Name _____

Using just 3 emojis, how would you show the differences between Giovani Aldini and Luigi Galvani? Circle your selections and provide an explanation next to each choice.

🧠 _____

⚡ _____

🔬 _____

💡 _____

👥 _____

📖 _____

⚖️ _____

🤔 _____

🔗 _____

🧪 _____

Compare and Contrast

Name

Using just 3 emojis, how would you show the differences between Giovani Aldini and Luigi Galvani? Circle your selections and provide an explanation next to each choice.

🧠 _____

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Text Structure: Charged Ambitions

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Why It's Effective:
- **Clarifies Complex Ideas:** By breaking down subjects into their similarities and differences, the text becomes easier to understand, especially when dealing with complex or abstract concepts.
- **Supports the Main Idea:** The compare and contrast structure often leads to a deeper understanding of the main idea, as it allows the reader to see how different elements contribute to a broader theme or message.
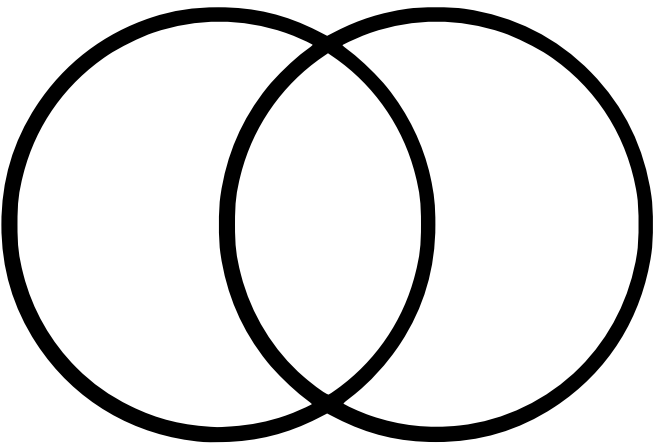
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- Whereas
- While
- Yet

New Annotations:

Identify Comparisons:
- Go back in the article, look for places in the text where the author discusses similarities between Galvani and Aldini.
- Use a yellow highlighter to highlight these comparisons. For example, note when the article talks about their shared interest in electricity or their influence on Mary Shelley.

Annotation Symbol

Identify Contrasts:
- Next, find sections where the article focuses on the differences between Galvani and Aldini.
- Use a blue highlighter to highlight these contrasts. This might include their different methods of experimentation or their unique contributions to science.

Annotation Symbol

Discuss and Answer:
- After highlighting, discuss with your partner why the author might have chosen to compare and contrast Galvani and Aldini in this way. Write your answer below.

Text Structure and Main Idea: Charged Ambitions

Definition:
The main idea is the central or most important point that the author wants to convey in a piece of writing. It is the primary message or argument that ties all the supporting details together.

Why It's Important:
- **Guides Understanding:** The main idea acts as a roadmap for the reader, helping them focus on what is most important in the text.
- **Unifies Details:** All the supporting details, examples, and evidence in the text are chosen to develop and reinforce the main idea.
- **Encourages Critical Thinking:** Identifying the main idea requires readers to analyze the text and distinguish between the most crucial information and less relevant details.

Writing Prompt:
Using the text annotations you made during our discussion on text structure, the Venn diagram you created based on these annotations, and your understanding of the article, write the main idea of the "Charged Ambitions: The Scientific Roots of Mary Shelley's Frankenstein" article. Be sure to include the facts, examples, and explanations from this compare and contrast article to support your answer.

Response (Topic Sentence) Starters:
- The main idea of "Charged Ambitions ..." is...
- The most important takeaway from "Charged Ambitions ..."
- In "Charged Ambitions ..., the main focus is on...

Transitions for a Compare and Contrast Text Structure Main Idea:

Adding Supporting Details:
- For example,
- Additionally,
- Moreover,
- Another important detail is that
- Furthermore,
- In addition,
- For instance,

Comparing Information:
- Similarly,
- Likewise,
- In the same way,

Contrasting Information:
- However,
- On the other hand,
- In contrast,
- Conversely,
- Yet,

Concluding or Summarizing:
- In conclusion,
- To sum up,
- Overall,
- Thus,
- As a result,
- Ultimately,

3 Core Principles of Writing This Year

- Clarity: Encourage students to express their ideas clearly and directly. Whether they're crafting an argument, telling a story, or analyzing a text, clarity ensures their message is understood by the reader.
- Purpose: Remind students to always write with a clear purpose in mind. They should know what they want to achieve with their writing—whether it's to persuade, inform, entertain, or explain—and stay focused on that goal.
- Engagement: Push students to engage their readers through strong, descriptive language, varied sentence structure, and a voice that reflects their unique perspective. Engaging writing keeps the reader interested and invested in what they're saying.

Write With Clarity

With Purpose

With the Intention to Engage

Prepare for Reflective Response on "Sparks of Creation"

Step 1: Review the Anticipation Guide. Revisit the questions you answered. **Which one stood out to you? Circle it**.

- Do you believe that being human is MOSTLY defined by physical appearance, emotional capacity, or actions?
- Is it ethical for scientists to create life through artificial means (e.g., cloning, genetic engineering)?
- How does isolation affect a person's mental and emotional well-being?
- Is it worth pursuing knowledge and ambition if it comes at a great personal cost?
- If someone creates something that causes harm, should they be held accountable? To what extent?
- How important is it for individuals to understand their identity?
- To what extent do you believe that a person's environment influences their behavior and choices?

Step 2: Match to a Theme
Choose one theme you feel most connects to the question you circled above.

- **Nature of Humanity**
  - What defines being human?
  - How do appearance, emotions, and actions shape our identity?
- **Consequences of Ambition**
  - How far should one go in the pursuit of knowledge or success?
  - What are the potential dangers of unchecked ambition?
- **Ethics of Creation**
  - What responsibilities come with creating life or new technologies?
  - How should we handle the power to create and manipulate life?
- **Isolation vs. Belonging vs. Identity**
  - What happens when someone feels disconnected from society?
  - How does the desire for acceptance influence our choices?
  - How does the struggle for identity and acceptance relate to the theme of belonging?
- **Responsibility and Guilt**
  - What responsibilities do creators have towards their creations?
  - How do guilt and accountability affect a person's actions?

Step 3: Gather Supporting Ideas
What interests you the most about the questions and themes you circled above from our upcoming novel, Frankenstein?

_____

_____

_____

_____

_____

_____

Step 4: Tie It All Together
How can you connect your ideas and give a glimpse of how these themes might develop in _Frankenstein_?

_____

_____

_____

_____

_____

Sparks of Creation: Exploring Humanity in Frankenstein

Name

★**Do you believe that being human is <u>MOSTLY</u> defined by physical appearance, emotional capacity, or actions?**

☐ **Physical Appearance**　　☐ **Emotional Capacity**　　☐ **Actions**

Choose 1

Is it ethical for scientists to create life through artificial means (e.g., cloning, genetic engineering)?

Ethical —————————●————————— **Unethical**

Make a mark left or right of center to indicate your opinion

"Ethical" means doing what is right and good. It involves making decisions that are honest, fair, and considerate of others.

How does isolation affect a person's mental and emotional well-being?

Isolation greatly affects a person's mental and emotional well-being ———●———————— **Isolation does not affects a person's mental and emotional well-being**

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Is it worth pursuing knowledge and ambition if it comes at a great personal cost?

☐ **Yes**　　☐ **No**　　Explain _____

If someone creates something that causes harm, should they be held accountable? To what extent?

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How important is it for individuals to understand their identity?

Very Important —————————●————————— **Unimportant**

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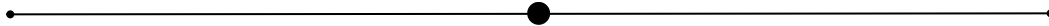**Ethical** ●—————————————— **Unethical**

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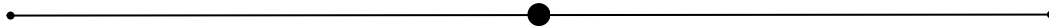☐ **Physical Appearance**   ☐ **Emotional Capacity**   ☐ **Actions**

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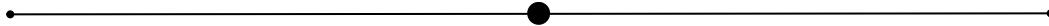
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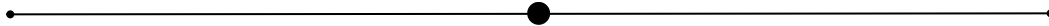**Ethical** ●————————————————— **Unethical**

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Frankenstein Partners

Prometheus & Frankenstein	
Ethics & Science	
Monster & Maker	
Forbidden Knowledge & Ambition	
Moonlight & Darkness	

1

Do you believe that being human is defined by physical appearance, emotional capacity, or actions? Why or why not?

Instructions:
- **Round 1:** Respond with Your Own Opinion
- **Round 2:** Respond to the Opinion (Response) of Others
- **Round 3:** Go Around and Put Stickers on the Most Thought-Provoking Opinion (Response, Take)

2

Is it ethical for scientists to create life through artificial means (e.g., cloning, genetic engineering)? What potential benefits or risks do you see?

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- **Round 1:** Respond with Your Own Opinion
- **Round 2:** Respond to the Opinion (Response) of Others
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3

How does isolation affect a person's mental and emotional well-being? Can it lead to destructive behavior?

Instructions:
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- **Round 2:** Respond to the Opinion (Response) of Others
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4

Is it worth pursuing knowledge and ambition if it comes at a great personal cost? Why or why not?

Instructions:
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5

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6

How important is it for individuals to understand their identity? Can a lack of identity lead to negative consequences?

Instructions:
- **Round 1:** Respond with Your Own Opinion
- **Round 2:** Respond to the Opinion (Response) of Others
- **Round 3:** Go Around and Put Stickers on the Most Thought-Provoking Opinion (Response, Take)

7

To what extent do you believe that a person's environment influences their behavior and choices?

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Reflective Response on "Sparks of Creation"

After completing the anticipation guide (Sparks of Creation) and participating in the Respond and Note activity in class, you are now ready to reflect on the ideas we will explore through the story of Dr. Victor Frankenstein and his creature. This assignment will allow you to deepen your understanding of the themes and questions raised in Frankenstein by connecting them to the concepts discussed in class.

Directions:

Write a reflective response (paragraph) that builds on the questions from the anticipation guide and the insights gained during the class activity. Your response should be 120-150 words and should demonstrate careful thinking and connection to the main lessons of the novel. Use the following guidelines to structure your reflection:

Formulating Your Response:
1. <u>Topic Sentence:</u>
   - Begin with a strong topic sentence that clearly states the main idea of your reflection. This sentence should directly connect to one of the themes or questions from the anticipation guide, such as the nature of humanity, the consequences of ambition, or the ethics of creation.
   - **Tip:** Think about what struck you most during the class discussion or anticipation guide—what idea or question do you find most compelling?
2. <u>Supporting Sentences:</u>
   - Develop your topic sentence by providing examples and explanations that connect your main idea to the story of Dr. Frankenstein and his creature. Reflect on how the anticipation guide questions guided your thinking, and use specific references to the class activity to support your points.
   - **Tip:** Consider how different viewpoints in the class made you think more deeply about the themes. Use these perspectives to enrich your reflection and show a deeper understanding of the topic.
3. <u>Concluding Sentence:</u>
   - End with a concluding sentence that wraps up your reflection and leaves the reader with a final thought. This sentence should reflect your overall understanding of the themes discussed and how they relate to the story we will be reading.
   - **Tip:** Summarize your main point and hint at how these themes might unfold in Frankenstein. Consider what questions or thoughts you have as we prepare to dive into the novel.

Writer's Tip: Punctuation:
Punctuation is like the road signs of writing—it guides the reader through your thoughts and helps convey the right tone and meaning. Pay close attention to where you place commas, periods, and other punctuation marks. For example:
- Commas are used to separate ideas within a sentence and to create pauses where needed. If a sentence feels too long or complicated, try breaking it up with commas, or consider whether it would be clearer as two separate sentences.
- Periods signal the end of a complete thought. Use them to give your sentences a clear beginning and end, making your writing easier to follow.
- Semicolons can be useful for linking closely related ideas within a sentence. If you have two complete thoughts that are closely connected, a semicolon can show that relationship while keeping them in one sentence.