



**National
Theatre**

THEATER:

Grades: 9, 10

Unit Title:

Frankenstein

Number of Lessons:

Designed by:

Sangita Baruah

Please identify the focus on this lesson/unit:

☐ Theater History/ELA Connections

- ☐ Performance
- ☐ Technical Theatre
- ☐ Stage to Film
- ☐ Physical Theatre/Devising Techniques
- ☐ Playwriting/World Building
- ☐ Culturally Responsive/Cultural Sensitivity – *how to explore text/production when the content is different from your own experience.* Stories of immigration, colonialism and global majority cultures
- ☐ Working with students with Special Needs/Disabilities in the Arts

TITLE: “Frankenstein” Session: # 1 of # 3

ESSENTIAL/GUIDING QUESTION

- What is the Creature’s perspective of society during his early life?

LEARNING OBJECTIVES

- Students will be able to write about and discuss how rejection can impact someone
- Students will explore the connections between the Creature's "birth" and a baby's birth
- Students will be able to explain the Creature's first experiences with people and nature

CULTURALLY RESPONSIVE OPPORTUNITIES

- Colorblind casting

RESOURCES

(Text, video, audio, Images, slides, etc)

- National Theatre Frankenstein video clips (version with Jonny Lee Miller playing Creature)

INDICATORS OF STUDENT LEARNING TARGETS

CONTENT

(Students will know)

- The Creature's initial experiences with people and nature
- That rejection from others early in life can impact how one views and behaves in the world

SKILLS

(Students will be able to)

- Connect the Creature's "birth" to a baby's birth
- Write about some of the Creature's first experiences in society

MATERIALS REQUIRED

- Guiding questions for video clips (Session 1)

ACTIVITY SEQUENCE

Step 1 (5-10 min): Warm Up

(Warm-up individual minds, bodies & voices; builds ensemble; Introduces/explores lesson specific skills, themes)

- Write a response to the following question: When a baby is born, what are the very first things it experiences?
Students will write for approximately 7 minutes, then share out at least three responses

Step 2 (5-10 min): Introduce Relevant Concepts and/or Direct Instruction

- Explain (or review) that Victor Frankenstein created the Creature in a laboratory by stitching him together from dead corpses.

- Explain the video we will be watching is not a film - it is a play. Pause in the beginning of the video and show students the stage and audience members. Ask them what they notice about the stage and setting.

Step 3 (15-20 min): Main Learning Activity/Activities

- Students will have a hand out with the following questions:

Clip 1 (beginning - 3:30)

Explain how this scene is like a baby's birth.

Clip 2 (6:35 - 7:44)

What is the Creature's first experience with his "father" (Victor Frankenstein) like?

Clip 3 (7:45 - 11:00)

Describe the Creature's first experience with people.

Clip 4 (11:40 - 15:00)

Describe the Creature's first experience with nature.

After watching a clip, the students will write their response to the given question, then several students will share their responses with the rest of the class and we will have a discussion about it. We will do this for all four clips.

Afterwards, have the students write the following question on their sheet: **What may happen if a human being is rejected by people from the very beginning of their life?** Have them write a response, then share out and discuss.

****Students should NOT see this final question before they have finished watching all of the clips, as their response should be influenced by what they see happen to the Creature in these specific clips.**

Step 4 (5-10 min): Share

The sharing out will be incorporated throughout watching the clips (see above)

Step 5 (5 min): Reflect

- What is one BIG IDEA from today's lesson?

MODIFICATIONS

(Mindful of including alternative modalities such as choice of expression or documentation (written, audio, video, images, performative to address the various learning needs of your students particularly Multilingual learners and Students with Disabilities)

- Sentence stems for SWD and MLL students (Example: This scene is like a baby's birth because _____)

- MLL students may also use laptops/phones for google translate to translate the questions if needed

OPTIONAL EXTENSION ACTIVITIES

(Consider prompts, activities or assignments enabling students to deepen their work or explore other means to express their creativity and discovery differently)

NYC/NYS STANDARDS ALIGNMENT

BLUEPRINT FOR TEACHING AND LEARNING IN THEATER STANDARDS

Theater Making

- ☐ **Acting**
 - ☐ Imagination, Analysis and Process Skills
 - ☐ Performance Skills
- ☐ **Playwriting-Play Making**
 - ☐ Understanding Dramatic Structure
 - ☐ Imagination, Analysis and Process
- ☐ **Designing and Technical Theater**
 - ☐ Understanding Design
 - ☐ Using Theatrical Space and Elements
- ☐ **Directing**
 - ☐ Knowledge and Understanding
 - ☐ Imagination, Analysis and Process

Developing Theater Literacy

- ☐ Understanding Dramatic Text
- ☐ Understanding Theater History
- ☐ Responding to Theater Performance

Making Connections through Theater

- ☐ Connecting Theater to the Arts and Other Disciplines
- ☐ Connecting Theater to Personal Experience, Community and Society through an Exploration of Themes, Culture and History

Working with Community and Cultural Resources

- ☐ Partnering with Theater Organizations Outside of School
- ☐ Working with Theater Professionals in the School
- ☐ Using Theater Archives, Online Materials, Libraries, Museums and Other Resources
- ☐ Performing in the Community

Exploring Careers and Lifelong Learning

- ☐ Awareness of Careers in Theater
- ☐ Set Career Goals and Develop a Career Plan

NYS LEARNING STANDARDS FOR THE ARTS

Artistic Process: Creating



Anchor Standards:

- ❑ **Anchor Standard 1:** Generate and conceptualize artistic ideas & work
- ❑ **Anchor Standard 2:** Organize and develop artistic ideas and work.
- ❑ **Anchor Standard 3:** Refine and complete artistic work.

Artistic Process: Performing



Anchor Standards:

- ❑ **Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.
- ❑ **Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.
- ❑ **Anchor Standard 6:** Convey meaning through the presentation of artistic work.

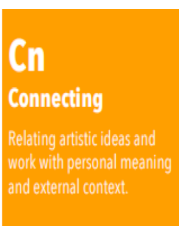
Artistic Process: Responding



Anchor Standards:

- ❑ **Anchor Standard 7:** Perceive and analyze artistic work.
- ❑ **Anchor Standard 8:** Interpret meaning in artistic work.
- ❑ **Anchor Standard 9:** Apply criteria to evaluate artistic work.

Artistic Process: Connecting



Anchor Standards:

- ❑ **Anchor Standard 10:** Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
- ❑ **Anchor Standard 11:** Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past present, and future.

Please identify the focus on this lesson/unit:

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- ☐ Performance
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- ☐ Working with students with Special Needs/Disabilities in the Arts

TITLE: “Frankenstein” Session: # 2 of # 3

ESSENTIAL/GUIDING QUESTION

- What are Victor’s mixed feelings toward the Creature and why?

LEARNING OBJECTIVES

- Students will be able to understand Victor and the Creature’s different intentions
- Students will explore justification for one’s actions
- Students will evaluate the Creature’s reasoning for murdering William
- Students will be able to explain Victor’s mixed feelings toward the Creature

CULTURALLY RESPONSIVE OPPORTUNITIES

- Colorblind casting

RESOURCES

(Text, video, audio, Images, slides, etc)

- National Theatre Frankenstein video clips (version with Jonny Lee Miller playing Creature)

INDICATORS OF STUDENT LEARNING TARGETS

CONTENT

(Students will know)

- Why Victor created the Creature, and his opinion of the Creature
- Why the Creature chose to murder William

SKILLS

(Students will be able to)

- Infer if Victor's opinion of the Creature will change
- Determine if the Creature was justified in murdering William

MATERIALS REQUIRED

- Guiding questions for video clips (Session 2)

ACTIVITY SEQUENCE

Step 1 (5-10 min): Warm Up

(Warm-up individual minds, bodies & voices; builds ensemble; Introduces/explores lesson specific skills, themes)

- Write a response to the following question: What may happen when someone is isolated and does not have any friends?
Students will write for approximately 7 minutes, then share out at least three responses

Step 2 (5-10 min): Introduce Relevant Concepts and/or Direct Instruction

- Explain that Victor has not had any contact with the Creature since the Creature was "born". Remind them that he ran away when he saw how hideous the Creature was.

Step 3 (15-20 min): Main Learning Activity/Activities

- Students will have a hand out with the following questions:

Clip 1 (47:16 - 49:45)

Why did Victor create the Creature?

Do you think Victor has a responsibility to the Creature, since Victor created the Creature? Explain.

Clip 2 (49:46 - 51:26)

Now that Victor realizes that the Creature is intelligent, do you think Victor's opinion of the Creature as a monster may change? Explain.

Clip 3 (51:27 - 51:41)

Why did the Creature kill William (Victor's younger brother)?

Based on his reason, do you think the Creature was justified in killing William? Explain.

After watching a clip, the students will write their response to the given question, then several students will share their responses with the rest of the class and we will have a discussion about it. We will do this for all three clips.

Step 4 (5-10 min): Share

The sharing out will be incorporated throughout watching the clips (see above)

Step 5 (5 min): Reflect

What is one BIG IDEA from today's lesson?

MODIFICATIONS

(Mindful of including alternative modalities such as choice of expression or documentation (written, audio, video, images, performative to address the various learning needs of your students particularly Multilingual learners and Students with Disabilities)

- Sentence stems for SWD and MLL students (Example: Victor created the Creature because _____)
- MLL students may also use laptops/phones for google translate to translate the questions if needed

OPTIONAL EXTENSION ACTIVITIES

(Consider prompts, activities or assignments enabling students to deepen their work or explore other means to express their creativity and discovery differently)

NYC/NYS STANDARDS ALIGNMENT

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Theater Making

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- ☐ **Directing**
 - ☐ Knowledge and Understanding
 - ☐ Imagination, Analysis and Process

Developing Theater Literacy

- ☐ Understanding Dramatic Text
- ☐ Understanding Theater History
- ☐ Responding to Theater Performance

Making Connections through Theater

- ☐ Connecting Theater to the Arts and Other Disciplines
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Working with Community and Cultural Resources

- ☐ Partnering with Theater Organizations Outside of School
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Exploring Careers and Lifelong Learning

- ☐ Awareness of Careers in Theater
- ☐ Set Career Goals and Develop a Career Plan
- ☐ Theater for Enjoyment and Lifelong Learning

NYS LEARNING STANDARDS FOR THE ARTS

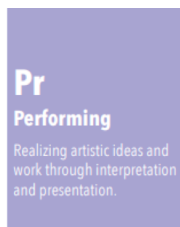
Artistic Process: Creating



Anchor Standards:

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Artistic Process: Performing



Anchor Standards:

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Artistic Process: Responding

Re

Responding

Understanding and evaluating how the arts convey meaning.

Anchor Standards:

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Artistic Process: Connecting

Cn

Connecting

Relating artistic ideas and work with personal meaning and external context.

Anchor Standards:

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TITLE: “Frankenstein” Session: # 3 of # 3

ESSENTIAL/GUIDING QUESTION

- How does the idea of a family influence the Creature?

LEARNING OBJECTIVES

- Students will be able to write about and discuss the influence of the De Lacey family
- Students will explore the Creature’s need for an identity
- Students will evaluate the Creature’s act of revenge
- Students will be able to explain why the Creature and De Lacey need one another

CULTURALLY RESPONSIVE OPPORTUNITIES

- The character of De Lacey has a disability - he is blind

RESOURCES

(Text, video, audio, Images, slides, etc)

- National Theatre Frankenstein video clips (version with Jonny Lee Miller playing Creature)

INDICATORS OF STUDENT LEARNING TARGETS

CONTENT

(Students will know)

- The influence of the De Lacey family on the Creature
- That De Lacey wants a companion and so this is why he wants to continue teaching the Creature

SKILLS

(Students will be able to)

- Make inferences about why the Creature needs to understand his own identity
- Determine if their opinion of the Creature has changed after his violent act of revenge

MATERIALS REQUIRED

- Guiding questions for video clips (Session 3)

ACTIVITY SEQUENCE

Step 1 (5-10 min): Warm Up

(Warm-up individual minds, bodies & voices; builds ensemble; Introduces/explores lesson specific skills, themes)

- Write a response to the following question: What words or symbols come to your mind when you hear the word “family”? Write down at least 5 words. What is one way your family influences you?
Students will write for approximately 7 minutes, then share out at least three responses

Step 2 (5-10 min): Introduce Relevant Concepts and/or Direct Instruction

- Explain that the Creature has secretly been watching the De Lacey family and doing favors for them. He has been learning to speak by listening to their conversations.

Step 3 (15-20 min): Main Learning Activity/Activities

- Students will have a hand out with the following questions:

Clip 1 (19:40 - 21:20)

Describe what this family is like.

Clip 2 (21:21 - 24:52)

How are the father (De Lacey) and the Creature helping each other?

Clip 3 (30:47 - 31:30)

Why does the Creature want to understand who he is and where he came from?

Clip 4 (36:44 - 39:20)

After what the Creature did, what is your opinion of him? Has your opinion changed from before? Explain.

After watching a clip, the students will write their response to the given question, then several

students will share their responses with the rest of the class and we will have a discussion about it. We will do this for all four clips.

Step 4 (5-10 min): Share

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Step 5 (5 min): Reflect

What is one BIG IDEA from today's lesson?

MODIFICATIONS

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- Sentence stems for SWD and MLL students (Example: The family is _____, _____, and _____)
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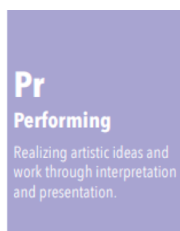
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Artistic Process: Responding

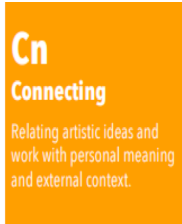


Peter Avery, Director of Theater
pavery@schools.nyc.gov

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