Frankenstein Questions:

Letter, Chapters 1-2:
Quick Write: What is Robert Walton hoping to find, and why?

Quiz:

1. Who is Elizabeth and what is her relationship to the narrator? (She is the adopted daughter of Victor's parents and a "cousin" to Frankenstein himself.
2. Who are Cornelius Agrippa, Albertus Magnus, and Paracelsus? (Natural Philosophers—a group of quasi-scientists who fancied that they had discovered the secrets of life itself by means of the "scientific method": heretics!)
3. Who is Clerval, and why is he important to Victor? (Clerval is Victor's closest childhood friend, and a man who really cares about Victor, no matter how crazy he gets)
4. How does the oak tree come to be destroyed? (Lightening: Natural Electricity)
5. What two questions did you expect the teacher to ask about this section of text?
6. Pick two of the above questions and explain why you think the teacher asked each question.

Chapters 3-5

Quick Write: Why won't Victor tell Walton the secret of how to create life?

Quiz:

1. Why can't Henry go to Ingolstadt with Victor?
2. Who are Krempe and Waldman?
3. What does Victor see at his window one night early in November?
4. Why is Victor afraid to bring Henry to his apartment?

Discussion:

5. What does Henry do during the winter of his visit?
6. Why did the teacher ask two of the above questions (your choice)

Chapters 6-8

Quick Write: If Justine is innocent, why does she confess? A-She is pressured into a confession by her "Confessor" (priest) in order to obtain "absolution" (forgiveness for all sins in this life) so that she will die with the assurance of eternal salvation/bliss.

Discussion:

1. If she is so resolved, why does Justine repent of her confession to Elizabeth and Victor?
2. What is important about Elizabeth's letter to Victor? (Victor has always had the alternative of a happy and normal home, but, still, chosen his morbid studies. Via this letter, he also hears about Justine and her good character, as well as the amazing health of his father and William. Upshot: Victor has

always had good friends, a loving family and a bright future in store--- even while he has been plotting a new and horrifying future for himself. He decides to write back, finally, in order to reassure his family (and perhaps himself) that he is not, indeed, lost.)

3. What news does Frankenstein receive in a letter from his father while he waits to leave for home?
4. What does Frankenstein see illuminated by lightning?
5. Why doesn't Frankenstein follow the monster's trail?
6. Why did the teacher ask question #4?

Chapters 9-12 Monday 10/31

Quick-Write: What is one of the reasons that Victor is willing to listen to the monster's story?

1. In what kind of environment does Frankenstein encounter his creature?
    a. Please think about Chapter 19 in *How to Read Literature Like a Professor* as you consider the implications of your answer to this question.
2. What is the main complaint that the monster makes to Frankenstein, and what do you think about its validity?

Discussion Questions:

3. In observing the family inside the cottage, the monster resolves to learn to do something they do. What is it?
4. How does the monster find out that he is the monster that he is?
5. What kindness does the monster show Felix? What does this action show about he innate nature of the monster?
6. What is your disposition toward the monster at this point in the narrative, and why?
7. Which question that you had while you read this portion of the story has not been addressed by the teacher's questions?

Chapters 13-16 Tuesday 11/1

Quick-Write: What does the monster tell Old de Lacey (the blind father), and what does this information portend?

Reading Quiz:

1. What does the monster find in his coat pocket?
2. What request/demand does the monster make of Victor and what is your reaction to this request?

Discussion:

1. What literary work does the monster read and see as a parallel to his own situation? Discuss whether the parallel that the monster draws is valid, or not.
2. The monster sees Felix and another man at his front door in conversation. What is the subject of this conversation, and how does it relate to the action of the novel so far, or foreshadow events to come?

Chapters 17-19 Wednesday 11/2

Quick Write: Why does Victor, at first. refuse the monster's demands?

Reading Quiz:

1. How does the monster convince Victor to do what he wants?
2. What solution does Victor's father propose to restore Victor's happiness?
3. Who accompanies Victor on his travels, and why is this significant to a major theme of the book?

Discussion:

4. Why did the teacher ask question # 1?
5. Write down the two questions that you thought the teacher would ask about this section of the text.
6. Have each member of our discussion group pose the better of their two questions to the group and, as a group, answer the best question that came up in your group discussion. Make sure to write down the question so that the teacher can understand your responses. as she listens to the discussion.

<u>Chapters 20-22 Friday 11/4</u>

Quick Write: What is the principal evidence against Victor at the trial?

Reading Quiz:

1. What specific threat does the monster make when Frankenstein destroys the woman he is creating?
2. Who comes to Ireland to bring Victor home, and why is this significant?

Discussion:

1. What important question does Elizabeth ask Victor in her letters?
2. What role do females, especially mother figures, play in this narrative? Back up your answers with specific evidence/incidents from the text.

<u>Chapters 23-24 Monday 11/7</u>

Quick Write: What do Walton's men want Walton to do, and how do Walton's desires/decisions relate to the theme of ambition in the text?

Reading Quiz:

1. By what means does the monster kill Elizabeth?
2. What method of death does the monster say he will resort to for himself? Do you see any allusions/parallels in his choice—discuss these.

Discussion:

1-Review with your partners the steps/cycle of the traditional literary "Hero*"—*take into account Thomas Foster's "Quester" as well as the information you may remember from your study of Homer's epics and Shakespeare's works, especially the tragedies.*

Heroic/Romantic works tend to end by upholding the important values of the society where they are set, even if some of those very values are called into question during the action of the story. If a hero is to be a hero, she/he must "set things right," according to the demands of the world in which they live, by the end of the story.

***<u>Hero's Journey/Cycle</u>** (these steps are not necessarily in order each time, and a*ll* are not always include, and, remember, IRONY trumps everything!): **1-**Unusual Birth, **2-**Call to adventure/action, (appearance of an outward goal) **3**-supernatural

helper/wise-person, **4-**Special power or weapon or talisman or mark **5-** Crossing of a major threshold (real or metaphorical), **6-** accomplishment/abandonment of goal, **7-**return home, **8-**reunion with a father/parental figure**, 9-** realization/self-knowledge—which leads, depending on the type of story, to happiness or despair or marriage or death as the means to "set things straight" (conclude the heroic action of the text).

2- Discuss how various heroes you know from stories/movies/plays, especially those we have studies this year, do/do not fit the role as described above. Each member of your group should bring up at least one work for examination. Lastly, *discuss whether there is a hero in Mary Shelly's Frankenstein, and who it might be. Support your ideas with evidence from the text.*

Final Reading Discussion Tuesday, November 8th:

1- What is the function of the "frame story" in this narrative? Why not just let the magistrate, to whom Victor first reveals his part in the tragic events, publish the story as Frankenstein runs off in pursuit of the monster? What roles do Walton, his sister, and his own adventure/ambition have in illuminating the themes of this tale?

Frankenstein Essay Introduce Tuesday, November 8th BEGIN WED. NOV. 9TH:

This is to be a process paper, and will take time to emerge. Your questions and notes from the reading, the quizzes and your discussions should provide initial inspiration and evidence for an insightful thesis and apt support. Read the prompts carefully and go over the steps in the process before you begin pre-writing.

Prompts:

1. **How does Shelly use characterization and language to develop the themes of friendship and love in *Frankenstein*?** (Thesis should include what statement you think Shelly makes about these topics along with how she uses characters/language to express her ideas). **Possible frame sentence to get you started:** In *Frankenstein,* Mary Shelly says _____ about love and _____about friendship through_____
   (name the characters/relationships you will discuss)
   and her use of _____ .
   (name/characterize her use of language)

2. **What does Shelly tell us about the responsibilities of parents towards their children through her gothic masterpiece, *Frankenstein*?** *(Thesis: Be sure to mention what you see as her message PLUS specific types/characters/situations from the text that you*

will use to illustrate your point)

3. **Sometimes a subplot of a novel or play serves to reinforce the purposes of the literature's major story line, and sometimes it serves to contrast it. Chose one of *Frankenstein's* subplots and explain its contribution to the work as a whole.** (Do not merely summarize plots—address their thematic implications in your thesis/essay.}
4. **Narrative voice can make a significant difference in a story's presentation/themes. Mary Shelly's *Frankenstein* has several narrators for different parts of the novel. Choose one of these alternate narrators and explain what difference that narrator makes for the portion of the novel that narrator tells—how does this narrator's voice offer a different perspective on Victor's own version of the story?**
5. **In the world where Shelly lived, nobility of spirit, mind and body was almost entirely attributed to "accidents" of birth (class distinctions). Few and far between were the souls who could erase the physical and emotional scars of low birth, ignorant /impoverished upbringing, and ignoble occupations. What does her novel, *Frankenstein,* have to say about this idea?** Be sure to what you think Shelly's message is and which instances/characters illustrate this message in your thesis.
6. **Religious and societal boundaries are addressed, directly and indirectly and with great prejudice, in many portions *Frankenstein.* What does Mary Shelly have to say about spiritual and/societal conventions by giving voice to a character who is, by no choice of his own, forever outside the "Family of Man" and certainly no "Child of God?"**
7. **Is there a hero figure in Mary Shelly's Frankenstein? If so, who is it and what message does Shelly offer through the fate of her hero?** Make sure that you state what you think Shelly's message/theme is and what kind of hero she brings us in your thesis statement.
8. **Who is the "monster" in the story, according to Shelly, and how does that compare with your own analysis of the characters in *Frankenstein*?** Be sure that your thesis statement answers this question directly and offers your reader a clear idea of why you think as you do. Sample Frame Sentence to Get You Started: **In *Frankenstein,* Mary Shelly offers us something to fear in the form of _____, while it is actually _____who's _____shape we should shun.** (Fill in the first two blanks with names or emotions or concepts, and the last one with an adjective)

<u>This is to be a process paper, and will take time to emerge. Your questions and notes from the reading, the quizzes and your discussions should provide initial inspiration and evidence for an insightful thesis and apt support. Please read over the following process before you begin it.</u>

<u>Day One: In Class</u>

Step One: Explore ***at least two*** of the prompts in writing: complete a five-minute Quick-Write for each.

Step Two: Engage in a discussion/note taking with at least two other students about the prompts you wrote about and the ideas you came up with in your quick write. EACH STUDENT: Speak for a minute or two about your thinking, then listen to a few minutes of response to your ideas from each of your group's members. When your role is as a listener, be sure to take note of your colleague's ideas/reasoning and, in your oral response, address their answer to the prompt and any possible supports or possible flaws in their logic—be specific.

D**<u>ay One: Homework</u>**

Step Three: Compose a thesis statement and outline an essay: for each paragraph you imagine, jot down your supporting points and your evidence. Include a rough draft of your concluding statement.

Step Four: Consider your conclusion and whether or not it might provide a more in-depth/more thought-out idea for a thesis statement than your original one did. If it does, make it your thesis. If not, at least make sure your conclusion is a good answer to your reader about why your thesis was worth considering. *However this exercise turns out*—check the substance and wording of your thesis, as it stands now, to be sure it addresses the concerns of the prompt.

<u>Day Two: In Class</u>

Step Five: Discuss your outline with two other students to notice/ discuss great insights and make suggestions for improvements. (Use the discussion protocol from Step 2)

<u>Day Two: Homework</u>

Step Six: Complete a first draft of your paper and make two copies.

<u>Day Three: In Class</u>

Step Seven: Submit your draft to two other students for review/comment, and read/comment on the papers of two of your colleagues. ***This review is meant to address the logic and structure of the essays—do not concern yourself with typos or small errors in grammar/spelling. Your comments should notice good/bad points in thesis structure, depth of analysis, length/ strength of support, organization of ideas, and validity of conclusions.***

<u>Day Three: Homework:</u>

Step Eight: Revise and re-draft your essay and bring one copy to class for peer-editing.

<u>Day Four: In-Class</u>

Step Nine: Trade papers with another student and go over them with an eye for

proper conventions/spelling/capitalization/citations.

Day Four: Homework

Step Ten: Correct errors and print out a final draft/clean copy of your essay.

Day Five-Day Ten: In Class

Final Step: Submit your essay to the teacher for feedback and discussion.