

Name _____ Hr. _____ Term _____ Date _____

Wallenberg (rev. term 1/3/08)

FRANKENSTEIN ASSIGNMENTS

Assignment F1: BACKGROUND INFORMATION to Frankenstein

Due date _____

For your first Frankenstein assignment, you will be taking three sets of notes (25 points) on critical BACKGROUND INFORMATION.

1. NOTES ON THE ROMANTICS

•EVERYONE will do in-depth notes on the Romantic Period.

•Read pp. 565-576 in the black LBT text on "The Romantic Age 1798-1832) and take at least two sides of a page of notes. (10 pts.) These should look like NOTES!

Use color, highlight, boxes, bold letters, capitals, space, etc. (so that the notes are easily read by other group members when you compare notes tomorrow)

•NOTE Pay special attention to major events that characterize the Romantic Period, trends and styles, and look especially closely for something to put down in your notes about these critical names:

- Mary Wollstonecraft and William Godwin,
- William Wordsworth and Samuel Taylor Coleridge,
- Percy Bysshe Shelley, Lord Byron (George Gordon), and John Keats, and
- Mary Wollstonecraft Shelley.



2. NOTES ON GROUP ASSIGNED TOPICS

Do additional reading and take at least two sides of a page of notes (worth 10 points) on your group's assigned topic as listed below. Once again, these should look like NOTES! Use color, highlight, boxes, bold letters, capitals, space, etc. (so that the notes are easily read by other group members when you compare notes tomorrow).

GROUP A: THE NEO-CLASSICAL PERIOD EXPERTS

- In the black LBT, read pp. 346-356 "The Seventeenth Century" (1625-1660) and pp. 433-444 "Restoration and the Eighteenth Century (1660-1798) and take at least ONE sides of a page of notes. (5 pts.)
- Complete the worksheet with boxes comparing the Neo-Classical Period and the Romantic Periods. (5 pts.)

GROUP B: MARY WOLLSTONECROFT

•Read the two articles on Mary Wollstonecraft and take at least two sides of a page of notes. (10 pts.) Be sure to key in on what it was about her life that struck you as most engaging, interesting, critical, etc.

GROUPS C and D: MARY SHELLEY

•Read the articles on Mary Shelley and take at least two sides of a page of notes. (10 pts.) Be sure to key in on what it was about her life that struck you as most engaging, interesting, critical, etc.

GROUP E: THE GOTHIC NOVEL EXPERTS

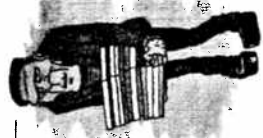
•Read the article entitled, "Gothic Horror," and take at least two sides of a page of notes. (10 pts.)

3. NOTES ON THE AUTHOR INTRODUCTION

•EVERYONE will read and do at least ONE side of a page of in-depth notes on Mary Shelley's "Author's Introduction" (1831) AND Percy Shelley's "Preface" (1817) in the Frankenstein text.

- green CSCC text: pp. 3-25
- orange Signet text: vii-xiv
- paperback Signet text: xxi-xxvii

Focus on what it was that struck you as most engaging, interesting, critical, etc. For example, what made you wonder? What would you like to ask Mary Shelley about her "Author's Introduction" if you were given the chance?



New

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Assignment F2: Rime of Ancient Mariner and Walton's Narrative

Due date _____

HOMEWORK ON COLERIDGE BACKGROUND and RIME (2 sides of a page total = 20 points):

1. Read about Coleridge (p. 594 LBT). Jot down some notes on a piece of paper where you will also put your study questions for the Rime of the Ancient Mariner. (3 points)
2. Read about the Rime of the Ancient Mariner's sound devices (p. 595 LBT). Jot down some notes on a piece of paper where you will also put your study questions for the Rime of the Ancient Mariner. (3 points)
3. Now, read Coleridge's entire Rime of the Ancient Mariner in LBT (pp. 596-618).
 - Answer SQ's 1-9, 11-12 (pp. 618-619) on the sheet of paper on which you placed your Coleridge and sound device notes. (11 points)
4. TAKE A BREAK! (I mean it! You'll need it!)

5. Read Walton's Narrative.

- green CSCC text: pp. 25-38
- orange Signet text: 15-29
- Signet paperback text: 1-15

As you read, jot down information about the characters on your character chart and the page number where each first appears.

6. Read the Prometheus story hand-out. Read the poem "Prometheus" by Lord Byron on the Supplemental Poetry with Frankenstein hand-out. Jot down about 1/2 a page of ideas/questions about each of these right under your Rime of the Ancient Mariner study questions. Label these "Thoughts on Prometheus." (3 points)

7. Write 3 "FIG" questions for this Frankenstein reading in the Frankenstein FIG Question Packet. Do 1 of each level--pink = level 1 factual, blue = level 2 interpretive, green = level 3 global. Put your personal answers to each of the three questions on the back of each question. Click HERE to get a reminder as to what FIG questions are.

FIG Questions: Levels of Questions

We want students to improve their thinking skills. This requires that teachers refrain from doing the thinking for them. It is more important to teach the students to ASK questions than it is for the students to answer questions we ask them.

Show students the different types or levels of questions they should ask about a piece of literature.

F	<p>Level One Questions: These questions can be answered definitively with facts found in the text or by information readily available in outside sources.</p> <p>Example: Name the feuding families in <i>Romeo and Juliet</i>.</p> <p>Example: Where in Italy is Verona located?</p> <p>Example: What is an apotheosis?</p> <p>Notice that level one questions have one correct answer and lend themselves to matching, multiple choice, or fill-in-the-blank tests. Although they require the student to read the work, they require little thought or understanding.</p>	F = fact question (pink)
I	<p>Level Two Questions: The answers to these questions may be implied rather than stated directly in the reading. This requires students to make inferences based on specific information they can cite to back up their conclusions.</p> <p>Example: What is Romeo's concept of love at the start of the play?</p> <p>Example: Is Friar Lawrence or the Nurse more to blame for the tragedy?</p> <p>Example: How do you explain Tybalt's anger toward Romeo?</p> <p>Level two questions call for longer answers and more thinking. They not only require students to do the reading but also force them to consider what they have read.</p>	I = interpretive question (blue)
G	<p>Level Three Questions: These questions are more abstract -- they go outside the text and present issues for discussion that bring in the students' frame of reference.</p> <p>Example: Are girls Juliet's age ready to be married?</p> <p>Example: Is "love at first sight" really love?</p> <p>Example: Should parents arrange marriages for their children?</p> <p>Notice that while level three questions will probably promote the most discussion, they may not necessarily require that the students have carefully read the text.</p>	G = global question (goldenrod)

If we want students in advanced classes to think about what they have read, we should ask level two and three questions. Even better, we should get the students themselves to think up their own level two and three questions.

Assignment F3: more Coleridge and Chapters 1 - 5

Due date _____

- 1. Read about the writing of "Kubla Khan" in LBT p. 620-623. Jot down some notes. (5 points)
- 2. Read Coleridge's poem, "Kubla Khan" (LBT pp. 621-623)
 - **After the previous notes, answer questions 1 - 9, page 623.**

3. Read Charles Lamb's "The Old Familiar Faces," a poem alluded to (see p. 30 Signet) in this section of Frankenstein. Under the "Kubla Khan" study questions, write the title of the poem, "The Old Familiar Faces." Then, and jot down your understanding of what it's about and how it relates to where we are now in the novel Frankenstein. (3 points)



4. Read **chapters 1 - 5 of VICTOR'S NARRATIVE**

- green CSCC text: pp. 38-66
- orange Signet text: pp. 31-61
- Signet paperback: p. 17-47

Under your comments on "The Old Familiar Faces," explain the allusion to the Rime of the Ancient Mariner on p. 59 green/p. 58 orange/p. 44 Signet paperback. (3 points) **This makes the background work homework worth 20 points.**

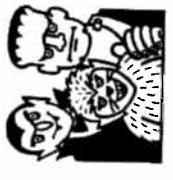
5. Write 3 "FIG" questions for this Frankenstein reading in the Frankenstein FIG Question Packet. Do 1 of each level--pink = level 1 factual, blue = level 2 interpretive, goldendrod = level 3 global. Put your personal answers to each of the three questions on the back of each question. Click HERE to get a reminder as to what FIG questions are.



Assignment F4: Chapters 6 - 10 & Lord Byron & Percy Bysshe Shelley

Due date _____

- 1. Read **chapters 6 - 10 of VICTOR'S NARRATIVE**
 - green CSCC text: pp. 62-92
 - orange Signet text: pp. 62-97
 - Signet paperback: pp. 48-83



As you read, jot down information about the characters on your character chart and the page number where each first appears.

2. Write 3 "FIG" questions for this Frankenstein reading in the Frankenstein FIG Question Packet. Do 1 of each level--pink = level 1 factual, blue = level 2 interpretive, goldendrod = level 3 global. Put your personal answers to each of the three questions on the back of each question. Click HERE to get a reminder as to what FIG questions are.

3. **GROUP ASSIGNED TOPICS (this HW totals 10 points)**

GROUP A: THE BYRON EXPERTS

- Read about Lord Byron, pp. 624-625 LBT. Jot down some notes.
- Read Lord Byron's poem, "She Walks in Beauty" (p. 626 LBT) and answer SQ's 1-4 p. 626.
- Re-read the articles given to you on Prometheus and actively read Byron's poem "Prometheus."

GROUP B: THE DON JUAN EXPERTS

- Read about mock epic poems, p. 632. Jot down some notes.
- Then read from "Don Juan," pp. 633-635 and answer SQ's 1-5, p. 635.
- Under the SQ's, write a response to this poem (at least 1/2 page). Also, include how this poem may relate to Frankenstein.

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GROUP C: THE PERCY SHELLEY EXPERTS

- Read about Percy Bysshe Shelley and odes, pp. 636-637, LBT. Jot down a few notes.
- Read Shelley's poem, "Ozymandias" (p. 638 LBT) and answer SQ's 1-4 p. 638.
- Then, look up the word "mutability." Write down this word and its definition under your SQ's on "Ozymandias."
- Read both Shelley's and Wordsworth's poems, both called "Mutability." Compare and contrast the two poems (at least 1/2 a page) under your definition of "mutability."
- Reread the pages in Frankenstein where Shelley's "Mutability" appears:
 - green CSCC text: p. 89
 - orange Signet text: pp. 93-94
 - Signet paperback: pp. 79-80
- On the back of your page of SQ's and ideas about the two poems called "Mutability," discuss how both "Ozymandias" and both versions of "Mutability" may relate to Frankenstein.

GROUP D: THE PERCY SHELLEY "ODE" EXPERTS

- Read about Percy Bysshe Shelley and "odes," pp. 636-637, LBT. Jot down some notes
- Read Shelley's poem, "Ode to the West Wind" (pp. 640-643 LBT)
- Answer SQ's 1-9 p. 643.
- Under the SQ's, write a response to this poem (at least 1/2 page).
- Finally, jot down how this poem may relate to Frankenstein.

GROUP E: THE POT LUCK GROUP

- •THIS IS YOUR LUCKY DAY! You are to choose another group's assignment.
- Everyone in the group can do the same assignment or choose individually from letters A-D. Follow directions as outlined above.

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Assignment F5: Chapters 11 – 16

Due date _____

1. Read **chapters 11 – 16 of THE CREATURE'S NARRATIVE.**

- green CSCC text: pp. 92-124
- orange Signet text: pp. 93-137
- Signet paperback text: pp. 84-123

2. Write 3 "FIG" questions for this Frankenstein reading in the Frankenstein FIG Question Packet. Do 1 of each level--pink = level 1 factual, blue = level 2 interpretive, goldenrod = level 3 interpretive. Put your personal answers to each of the three questions on the back of each question. Click HERE to get a reminder as to what FIG questions are

Assignment F6: LOGIC and PERSUASIVE WRITING FOR POSITION PAPER

Due date _____

You are to now begin working on the position paper in earnest. Hopefully, you have done some preliminary research on your topic and begun to find information brought up in Frankenstein which can be used in your paper.

The purpose of this next part of this assignment is to learn (or review) some writing strategies which are necessary components of position papers: the use of logic to support an argument and how to write persuasively.

LOGIC INFO--(WORTH A TOTAL OF 25 points) Use your gray EWS Grammar book chapter 8.

1. Read chapter 8, "Logic and Writing," (pp. 236-252) in the gray 12th grade edition of the book
2. English Writing Skills. As you read, take at least two sides of a page of notes (worth 10 pts.) and do the exercises listed below.
 - Do the following exercises:
 - Writing Practice #1** (pp. 239-240)--do odds or evens (your choice) (worth 5 pts.)
 - Writing Practice #2** (p. 241)--choose only ONE of the three situations given (worth 7 pts.)
 - Writing Practice #3** (p. 245)--choose any THREE of those statements given (worth 3 pts.)

NOTE You will be turning the Writing Practices in with your notes.

PERSUASIVE WRITING (WORTH A TOTAL OF 30 points)

The purpose of this next part of this assignment is to learn (or review) some writing strategies for writing persuasively.

1. Read chapter 9, "Persuasive Writing," (pp. 258-275) in the gray 12th grade edition of the book English Writing Skills. As you read, take at least two sides of a page of notes (worth 10 pts.).

2. Do the following exercises:

 - Do Writing Practice #1 (p. 262)--you need to find only ONE ad to attach to this Writing Practice #1 (a product ad or a public relations ad) (worth 5 pts.), and
 - Writing Practice #2 (p. 264) (worth 4 pts.), and
 - Writing Practice #3 (p. 266) (worth 4 pts.), and
 - Writing Practice #4 (p. 269)--Choose either ONLY ONE of the topics given in the gray book or choose a Frankenstein position paper topic. (worth 1 pt.)

You will be turning in these writing practices with your notes.
3. After reading the model persuasive essay on pp. 273-274, answer the 6 "Think and Discuss" questions on p. 275. (worth 6 pts.)

Attach the following grading slip to all your LOGIC and PERSUASIVE WRITING HOMEWORK:

Name _____	Hr. _____	Due _____
F6 Logic and Persuasion Homework		
Chapter 8 notes (2 sides--236-252) /10		
p. 239 WP #1 (do 5-odds or evens)		/ 5
p. 241 WP #2 (7 Q's--choose 1 topic)		/ 7
p. 245 WP #3 - 3 statements		/ 3
		/25
F7 Persuasion		
Chapter 9 notes (2 sides--258-275) /10 pts.		
p. 262 WP #1 - w/ad + 4 Q's		/ 5
p. 264 WP #2 - loaded words		/ 4
p. 266 WP #3 - propaganda		/ 4
p. 269 WP #4 - only 1 proposition		/ 1
p. 275 6 Think & Discuss Questions (after reading pp. 273-4 Model Persuasive Essay)		/ 6
Total =	55	/30

Now would be a good time to go reread the packet outlining the position paper. **NOTE: You will be turning in**

- your **PROPOSITION** (see pp. 267-269)
- a **list of arguments** for your position
- a **list of opposing arguments** you'd predict the other side may come up with.

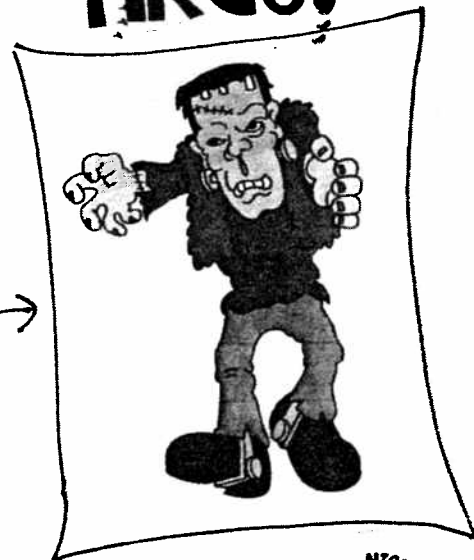
This is due on _____ (approximately a week before the final paper is due). Ask your teacher for the exact due date for this.

P. 11

Doodle Page

Draw the creature?

Yikes!



This is a picture I drew



NICE

TRY!

Assignment F7: READINGS on Chapters 11 - 16

Due date _____

1. Do the reading and questions for the selections below to which your group is assigned. (15 HW points)

GROUP A: MILTON AND SONNETS

- Read about John Milton on p. 404. Jot down some notes.
 - Read two of Milton's sonnets.
 - "When I Consider How My Light is Spent" (p. 406 LBT)
 - Answer your choice of six of the 7 study questions listed on p. 406.
- AND
- "On His Having Arrived at the Age of Twenty Three" (p. 408 LBT)
 - Answer your choice of six of the 7 study questions listed on p. 406.

GROUPS B and C: MILTON AND PARADISE LOST

- Read about John Milton on p. 404. Jot down some notes.
- Read from Milton's poem, "Paradise Lost" (pp. 411-418 LBT) and answer SQ's 1-12 p. 419.

GROUPS D and E: FAUST

- Read about Goethe's Faust pp. 676-677, LBT.
 - Jot down some notes.
- Then, read about Christopher Marlowe and about the Faust legend, pp. 208-209 LBT. Jot down some notes.
- Then read from "The Tragical History of Doctor Faustus" pp. 210-212, LBT.
- Do SQ's 1-8 on p. 213.



Assignment F8: MORE ARTICLES & A JOURNAL with Chapters 11 - 16

Due date _____

1. Read Eileen A. Simmons' article, "Frankenstein for the Twenty-First Century: An Exploration of Contemporary Issues" [AND] jot down a page of notes. Be sure to record any ideas this article gives you for the position paper or which seem otherwise valuable.
2. Read Paul A. Cantor and Michael Valdez Moses' article, "Teaching Frankenstein from the Creature's Perspective" [AND] jot down a page of notes.

3. JOURNAL: M.I.B. (Most Important Books)

In chapters 11-16, the creature identifies 4 books that have had a profound influence on him. Interview 4 people (representing 4 different decades of life and who are preferably from different "walks" of life). Ask them what their personal "top four" books would be. By "top books," I mean books which have profoundly affected them [or] books that have such powerful messages that they are books others must read, too, [or] are books so vital to a culture that if all other books suddenly disappeared, these would be the last four books chosen to remain in existence.

Be sure to write up the criteria/reasons each person gives for each book and a little about what the book is all about.

After writing up the results of what you found others chose, identify your own top 4, too. Explain why you chose these 4.

P.S. You may include movies, too! (after the 4 books!)



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Assignment F9: Chapters 17 – 21 and Wordsworth

Due date _____

1. Read **chapters 17 – 21 of VICTOR'S NARRATIVE**

- green CSCC text: pp. 124-155
- orange Signet text: pp. 138-175
- Signet paperback: pp. 124-162

2. Write 3 "FIG" questions for this Frankenstein reading in the **Frankenstein FIG Question Packet**.

Do 1 of each level--pink = level 1 factual, blue = level 2 interpretive, gold/enrod = level 3 global.

Put your personal answers to each of the three questions on the back of each question. Click **HERE** to get a reminder as to what FIG questions are.

WORDSWORTH, ETC. HW (15 HW points):

3. Read about Wordsworth on pp. 578-579 **LBT**. Jot down some notes. (3 points)
4. Read Wordsworth's poem, "Lines Composed a Few Miles Above Tintern Abbey (p. 580-585 **LBT**) and answer SQ's 1-6 p. 585 (6 points)
5. Read Wordsworth's poem, "The World is Too Much With Us" (p. 589 **LBT**) and answer SQ's 1-4 p. 589. (4 points)
6. Read Anthony Backes' article, "Revisiting *Frankenstein*: A Study in Reading and Education."

As you read, jot down information which struck you as interesting, important, etc., or which might be valuable for the POSITION PAPER. (2 points)



Assignment F10: Chapters 22 – 24 (stop before Letter 4) and Keats

Due date _____

1. Read **chapters 22 to almost all of 24 of VICTOR'S NARRATIVE**

NOTE PAGE NUMBERS CAREFULLY! DO NOT FINISH THE BOOK

- green CSCC text: pp. 155-174
- orange Signet text: pp. 177-199
- Signet paperback: pp. 163-186

2. Write 3 "FIG" questions for this Frankenstein reading in the **Frankenstein FIG Question Packet**.

Do 1 of each level--pink = level 1 factual, blue = level 2 interpretive, gold/enrod = level 3 global. Put your personal answers to each of the three questions on the back of each question.

Click **HERE** to get a reminder as to what FIG questions are

3. Do Group Work on **KEATS (10 HW points)** as assigned below:

GROUP A

Read about John Keats, pp. 650-651, **LBT**. Jot down some notes.
Read Keats' sonnet, "When I Have Fears That I May Cease to Be" (p. 655 **LBT**).
Do SQ's 1-5, p. 655.

GROUPS B & C

Read about John Keats, pp. 650-651, **LBT**. Jot down some notes.
Read Keats' poem, "Ode on a Grecian Urn," (pp. 662-664 **LBT**).
Answer SQ's 1-7 p. 664.

GROUP D

Read about John Keats, pp. 650-651, **LBT**, and read Keats' poem, "Endymion" (hand-out).
Write down a 1/2 page response to this poem. Include any questions you have about this poem, any other poems by Keats or about Keats' life.

GROUP E

Read about John Keats, pp. 650-651, **LBT**. Jot down some notes.
Read Keats' poem, "Ode to a Nightingale" (pp. 657-660 **LBT**).
Answer SQ's 1-9 p. 661 **LBT**.

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Assignment F11: finish Frankenstein and some FINAL THOUGHTS

Due date _____

1. Read **the end of letter 4 of WALTON'S NARRATIVE**

- green CSCC text: pp. 174-185
- orange Signet text: pp. 199-211
- Signet paperback: pp. 186-198

2. Write 3 "FIG" questions for this Frankenstein reading in the Frankenstein FIG Question Packet. Do 1 of each level--pink = level 1 factual, blue = level 2 interpretive, gold/red = level 3 global.

Put your personal answers to each of the three questions on the back of each question. Click **HERE** to get a reminder as to what FIG questions are.

3. Do the group work as outlined below:

GROUP A: MILLER

Read Miller's "Foreward: The Future of Frankenstein" (pp. v-xviii in Signet paperback). Take at least one side of a page of notes.

GROUP B: BLOOM

Read Bloom's "Afterward: The Future of Frankenstein" (pp. 199-210 in Signet paperback pp. 212 in orange Signet text). Take at least one side of a page of notes.

GROUP C: DANTE

Read Dante's Inferno, canto 26. Then go back to the novel and reread the speech Frankenstein gives Walton's men (p. 178 green / pp. 203-204 orange / pp. 190-191 Signet paperback). What motivates Victor's desire for knowledge compared to what motivates Ulysses? In at least a page, compare and contrast Ulysses' speech with Victor Frankenstein's speech. How does this relate to Frankenstein?

GROUP D: LIT. THEORY

Ask your teacher for one of the literary theory articles (choices are these: reader response, Marxist, psychoanalytic, and feminist) about Frankenstein. Respond to the article in at least a page.

GROUP E: POTLUCK ARTICLES

Read one of these selections by Anne Mellor: "Frankenstein and the Sublime" chapter 4 "Promethean Politics" her chapter 7 "Problems of Perception" (from her book Mary Shelley: Her Life, Her Fiction, and Her Monsters) Kenneth Branagh's article "Frankenstein Regained" or another article your teacher might have dug up for you! Respond to your selection in at least a page.

