

Frankenstein Mini-Presentations

TASK: In teams of two, you will work together, using EasyBib Research and eLibrary websites, research, craft, and write and present a two-page **report of information**. One partner should do the bulk of the work on the report and the other will do the bulk of the work on the presentation. Grades will be reflective of working together as well as on your individual product.

(NOTE: Do not use Wikipedia, but you may use the original references that are included on the Wikipedia page)

1. Written Report: *ONLY TWO TYPED PAGES & WORKS CITED PAGE* (30 pts)

Your report should include an informational report (who, what, where, when, how, and *why*) as well as how it connects to *Frankenstein*, and works cited page on one of the following:

| Mini-Report Topic | Think Tank Topic (Assignment to Come) |
|---|---------------------------------------|
| 1. Mary Wollstonecraft | ● Feminism |
| 2. The Romantics (Age of British Romantic Lit) | ● Feminism |
| 3. Feminist Writing Techniques | ● Feminism |
| 4. Galvanism/Luigi Galvani and electric shock therapy | ● Scientific Ethics |
| 5. Human Subject Research & Ethics (IRB)/Syphyllis Study/Mengeles Experiments | ● Scientific Ethics |
| 6. Designer Babies/IVF/Cloning | ● Scientific Ethics |
| 7. Human Dissection/Organ Donation | ● Scientific Ethics |
| 8. Da Vinci and Michelangelo's study of human body | ● Scientific Ethics |
| 9. Freud/Jung's dream psychology theories and Shelley's dreams | ● Psychology Analysis |
| 10. Kubler-Ross' Stages of Loss | ● Psychology Analysis |
| 11. Hippocrates' Postpartum Depression | ● Psychology Analysis |
| 12. Judeo-Christian story of Adam and Eve and "Milton's <i>Paradise Lost</i> " | ● Shelley's Allusion |
| 13. Myth of Prometheus | ● Shelley's Allusion |
| 14. "Rime of the Ancient Mariner" | ● Shelley's Allusion |
| 15. Norse Myths and The Golem | ● Shelley's Allusion |
| 16. Cognitive, Social, or Behavioral Theories in Child Development (Kohlberg, Erikson, Piaget, etc) | ● Nature versus Nurture |
| 17. Genetic Memory | ● Nature versus Nurture |
| 18. Aristotle's Tabula Rosa | ● Nature versus Nurture |

2. Oral Presentation (30 pts)

Present a google slides, prezzi or power point (4-7 slides and source slide) with an oral presentation

3. Notes (Up to 0 pts)

Take notes on others' presentations; they will come in handout throughout the unit.

DUE: _____

Make sure to cite your sources!!!

Frankenstein Study Guide

Letter #1:

- 1) Give a brief overview of the letter's content. From where was it sent? To whom is it written? By whom is it written? What is their relationship? What is the letter's purpose?
- 2) Define the following bolded, underlined words and choose ONE of your own to define:

| | |
|---|--|
| 1. <u>Foreboding</u> | 8. fervent (later: fervor British spelling: fervour) |
| 2. Celestial | 9. eccentricities |
| 3. <u>Ardent</u> (ardor; British spelling: ardour) | 10. enticements |
| 4. <u>Requisite</u> | 11. conjectures |
| 5. <u>Dispelled</u> | 12. confer |
| 6. Effusions | 13. niche |
| 7. Consecrated | 14. inuring |

Letter #2

1. Give a brief overview of the letter's content. From where was it sent? To whom is it written? By whom is it written? What is the story of the man who gave up his farm? What is the letter's purpose?
2. Define the following bolded, underlined words and choose TWO of your own to define:

| | |
|----------------------------|---------------|
| 1. <u>Suppliant</u> | 5. dauntless |
| 2. <u>Capacious</u> | 6. endowments |
| 3. <u>Prudence</u> | 7. fosterage |
| 4. Traverse | 8. immense |

Letter #3

1. Give a brief overview of the letter's content. From where was it sent? To whom is it written? By whom is it written? What is the letter's purpose? How is this letter different from the previous two?

Letter #4

1. Give a brief overview of the letter's content. From where was it sent? To whom is it written? By whom is it written? What is the letter's purpose? What does the rescued man "discover"? How is this letter different from the previous three?
2. Define the following bolded, underlined words and choose TWO of your own to define:

| | |
|------------------------------|----------------|
| 1. divert | 7. solicitude |
| 2. <u>Capitulated</u> | 8. apparition |
| 3. emaciated | 9. trifling |
| 4. <u>Benevolence</u> | 10. melancholy |
| 5. <u>Perilous</u> | 11. repose |
| 6. aroused | |

August 13, 17--

1. Give a brief overview of the journal entry's content. What is revealed? Why does the man cry? To what madness does he refer?
2. How does R.W. describe the wanderer/stranger?
3. Define the following bolded, underlined words and choose ONE of your own to define:

| | |
|---------------------------|------------------------------|
| 1. <u>Poignant</u> | 8. cultivated |
| 2. Culled | 9. <u>Eloquence</u> |
| 3. Evinced | 10. dominion |
| 4. Countenance | 11. suppress |
| 5. Paroxysm | 12. quelling |
| 6. <u>Tyranny</u> | 13. <u>Fastidious</u> |
| 7. Intuitive | 14. discernment |

August 19, 17--

1. Give a brief overview of the journal entry's content. What is revealed? Why does the man cry? To what madness does he refer?
2. What does Shelley gain by having the tale told by R.W.?
3. Why a serpent to sting you? What is the allusion?
4. Define the following words: ameliorate, irrevocably, commence, imperatively, lustrous.

Chapter #1

1. Why does Shelley move from epistolary format (letters and journal entries) to chapter format?
2. Consider what you know of Mary Shelley's biography and personal scandal. How might Chapter #1 be a reflection of her wants/desires or an argument against her critics?
3. Give a brief overview of the chapter's content. What is revealed?
4. Who is Elizabeth and why is she special to Victor?
5. Define the following bolded, underlined words and choose TWO of your own to define:

| | |
|--------------------------------|-----------------------------|
| 1. <u>Indefatigable</u> | 9. disposition |
| 2. deplored | 10. <u>Effectual</u> |
| 3. rankling | 11. adversity |
| 4. procured | 12. recompensing |
| 5. relinquishing | 13. excursion |
| 6. disconsolate | 14. schiavi ognor frementi, |
| 7. chamois | 15. Providence |
| 8. <u>Reverential</u> | |

Chapter #2

1. How did Victor's life change in Chapter 2?
2. Give information on Henry Clerval?
3. How did two separate storms inspire Victor's?
4. Define the following bolded, underlined words and choose TWO of your own to define:

| | |
|-----------------------------|--------------------------------|
| 1. Divine (verb) | 12. filial |
| 2. Metaphysical | 13. subdue |
| 3. Beneficence | 14. ignoble |
| 4. Predilection | 15. <u>Inclemency</u> |
| 5. <u>Chimerical</u> | 16. imbued |
| 6. Fortifications | 17. impediments |
| 7. Repined | 18. preceptors |
| 8. Philosopher's stone | 19. Incantations |
| 9. Fidelity | 20. immutable |
| 10. Slough | 21. <u>Multifarious</u> |
| 11. Caprices | 22. potent |

Chapter #3

1. What was Victor's "first misfortune"?
2. What is the death bed request?
3. Discuss Victor's view of his professors (M. Krempe and M. Waldman).
4. Define the following bolded, underlined words and choose TWO of your own to define:

| | |
|----------------------------|------------------------------|
| 1. <u>Malignity</u> | 8. imprudence |
| 2. Prognosticated | 9. benignity |
| 3. <u>Sacrilege</u> | 10. <u>Repugnance</u> |
| 4. Uncouth | 11. crucible |
| 5. Alchemists | 12. imbibed |
| 6. Chimeras | 13. panegyric |
| 7. Mien | 14. affability |

Chapter #4

1. What was incident “protracted” Victor’s stay in Ingolstadt?
2. What does Victor “discover”?
3. Why does Victor assure us that he is not a madman?
4. “Listen patiently until the end of my story.” What does Victor anticipate will be our reaction to his story?
5. Interpret the following, “A new species would bless me as its creator...No father could claim the gratitude of his child so completely as I should deserve.”
6. How are letters from Victor’s father met? What conclusions does Victor make in retrospect?
7. Define the following bolded, underlined words and choose TWO of your own to define:
 1. Physiognomy
 2. **Pedantry**
 3. Endued
 4. Minutiae
 5. **Incipient**
 6. **Dogmatism**
 7. abstruse
 8. charnel-houses
 9. god complex

Chapter #5

1. What is Victor’s reaction to his creation?
2. What does Victor dream?
3. To whom does Victor encounter on his walk?
4. What happens when Victor returns to his apartment?
5. Define the following words: lassitude, tumult, pertinacity

Chapter #6

1. What is the gist of Elizabeth’s letter to Victor?
2. Who are Justine and William?
3. How does Victor return to university life?
4. Define salubrious

FRANKENSTEIN THINK TANKS

Sign up for one of the following think tanks...

THEN ...as you read your novel keep a dialectical journal of passages and responses that are relevant to your think tank's concerns.

1. scientific ethics

You'll be exploring the timeless debate over man's responsibility and moral conflict with scientific discovery.

2. feminism

You'll be exploring the feminist agenda that Mary Shelley weaves between the lines of the text.

3. mythical and Biblical allusions

You'll be uncovering the many parallels between the Prometheus myth and /or the Biblical story of Adam and Eve--Shelley alludes to both.

4. nature vs. nurture

In attempting to discover what makes a monster monstrous, you'll be exploring the ongoing debate between nature and nurture and how it relates to parental and societal responsibility

5. psychological analysis

Given the fact that most people refer to the monster as Frankenstein and that most readers mistake Victor for Robert Walton, you could explore why Mary Shelley creates confusing sets of doubles in her novel and/or why she avoids naming her monster...who or what might the monster represent?

Sample dialectical journal for #4 nature vs. nurture...

Passage

"I have a pretty present for my Victor. Tomorrow he shall have it!"(21).

Response

It is no wonder that Victor grows up to treat his "progeny" like a toy that can be discarded at will. He has been nurtured by parents who thought of children as pretty possessions.

Sample dialectical journal for #2 feminism...

Passage

"I have a pretty present for my Victor. Tomorrow he shall have it!"(21).

Response

From the time he was a toddler, Victor has been instructed to consider women his playthings. Furthermore, they must be pretty in order to be worthy possessions.

FRANKENSTEIN THINK TANK SEMINARS

PROCEDURE

Day One _____

Receive copies of Duties and Procedures to prepare for the seminar. Convene with your group and discuss a preliminary question.

Day Two _____

Draft a resolution based on your Think Tank topic. **For HOMEWORK**, each member of the group writes a TWO pp typed response to the resolution

Day Three _____

Share your responses with the group.

Determine who will be moderator; who will present the affirmative arguments; and who will present the opposition arguments.

Prepare your speech for the seminar, including plenty of textual and outside references. You will be expected to reference your sources verbally (e.g. "According to last month's *Time* magazine, genetically selecting traits...")

Day Four-Five _____

Groups present their seminars. Order of presentations will be announced.

DUTIES AND PROCEDURES

The Moderator

-prepares a google presentation in which each panelist has a slide with highlights

Beginning of the seminar: the moderator introduces the topic, defines the terms, and gives background information. For example: if the topic were capital punishment, the moderator might give a brief history of capital punishment in the United States, define capital punishment, and summarize current law.

The panelists need to know the content of this introduction prior to the presentation.

During the seminar: the moderator introduces the speakers and keeps track of time

At the conclusion of each speech: the moderator calls on opposing speakers and/or class members to ask questions of the speakers (the moderator may ask questions).

At the conclusion of the seminar: the moderator offers a 1-3 minute summary of the main issues presented by each side in the seminar

The Panelists

The presentation of the arguments and evidence should be equally divided between the team members. Each panelist is expected to ask questions of the opposition.

Each speaker has 2-5 minutes to make claims and provide supporting evidence from the text and outside sources.

If speakers are in opposition to each other, the minority should speak first, then those students in the majority.

This format allows the group to "qualify" its position.

The Audience

Class members are expected to:

- take notes
- ask pertinent questions of the speakers during allotted questioning

Seminar time schedule:

| | |
|--|-------------|
| Moderator Introduction | 2-3 minutes |
| First Speaker | 2-5 minutes |
| Questions | 1-3 minutes |
| Second Speaker | 2-5 minutes |
| Questions | 1-3 minutes |
| Third Speaker | 2-5 minutes |
| Questions | 1-3 minutes |
| Continue this pattern until the final panelist has spoken & questioned | 2-5 minutes |
| Moderator's Summary | 1-3 minutes |

Frankenstein Think Tank Seminar Grading Criteria (Panelist Rubric)

5-DOA 6-twitching 7-erratic pulse 8-brain wave activity 9/10- IT'S ALIVE!

| | | | | | |
|---|---|---|---|---|------|
| Thoroughly analyzes the topic | 5 | 6 | 7 | 8 | 9/10 |
| Effectively incorporates the text | 5 | 6 | 7 | 8 | 9/10 |
| Uses & acknowledges secondary sources | 5 | 6 | 7 | 8 | 9/10 |
| Presents information clearly | 5 | 6 | 7 | 8 | 9/10 |
| Profoundly responds to audience's questions | 5 | 6 | 7 | 8 | 9/10 |

Frankenstein Think Tank Seminar Grading Criteria (Moderator Rubric)

5-DOA 6-twitching 7-erratic pulse 8-brain wave activity 9/10- IT'S ALIVE!

| | | | | | |
|--|----|----|----|----|-------|
| Opening Speech: balance of presentation, organization, research | 10 | 12 | 14 | 16 | 18/20 |
| Moderation of Panel | 5 | 6 | 7 | 8 | 9/10 |
| Summary Statement | 5 | 6 | 7 | 8 | 9/10 |
| Visual Aid: Google Slides | 5 | 6 | 7 | 8 | 9/10 |

***Frankenstein* PRESENT A CHAPTER PROJECT**

TASK: You and your self-selected partners will facilitate the thinking/discussion about one chapter from *Frankenstein* on your assigned date. You will:

1. Select **2-3 passages from that chapter** for the class to study
2. Create **3-4 critical thinking questions** for discussion
 - a. These may be directly related to a passage you've chosen or to the chapter / novel in general.
3. You should comment on **LITERARY ELEMENTS AND CONNECTIVE TISSUE (May be related to your think tank topic):**
 - a. Theme
 - b. Character
 - c. Symbol / Motif
 - d. Political, Historical, Philosophical, Scientific, *OR* Psychological Connection
 - e. Allusion
4. Begin with a **VOCABULARY Dia-Log**: With at least 4 vocabulary words (2 for each of you) and have defined them for your peers.
5. YOU MAY add a **CREATIVE COMPONENT** such as
 - a. Video clip
 - b. Slide or overhead of artwork
 - c. Copies of a poem
 - d. CD and copies of lyrics of song
 - e. Demonstrative game or Kahoot Quiz)
6. You must **meet with the teacher at tutorial prior to your presentation date.**
You MUST schedule and keep an appointment with the teacher ahead of time OR receive a D for this assignment. In this meeting, be prepared to review your passages, discussion questions, literary elements and creative component.

***Have your Chapter Handout filled out before your meeting with the teacher.**

AS A TEACHER... YOU ARE **NOT** THERE TO TALK FOR TOO LONG, YOU ARE THERE TO GET **your Peers** TALKING

How do you get them talking? SOME IDEAS...?

NamesChapter**Teach A Chapter Assessment Rubric:** (100 pt. Project)

| Category | Description | Points | Grade |
|---|---|------------|-------|
| 1. Preparation for pre-lesson appointment | Meet with teacher, <i>fully prepared</i> , at least 3 days in advance – scheduled ahead of time | 15 | |
| 2. Vocabulary Dia-LOG | Your use of the vocabulary was correct | 15 | |
| 3. Presentation Skills includes: | <ul style="list-style-type: none"> ● Voice – volume, variety, and appropriate tone ● Body language / Posture ● Fluency ● Economy of Language / Focus and Appropriate Speech ● Integrating visual, auditory, or kinetic aides ● Eye contact ● Ability to appear / be knowledgeable, confident, and yet create a comfortable atmosphere | 20 | |
| 4. Demonstration of Knowledge | Meets all requirements of lesson including: <ul style="list-style-type: none"> ● Select 2-3 passages from that chapter for the class to study ● Create 3-4 critical thinking questions for discussion ● Thoughtful manner to present/teach vocabulary ● Comment on a at least two LITERARY ELEMENTS ● Add a CREATIVE COMPONENT | 20 | |
| 5. Ability to get class involved, participating, AND thinking deeply | Students are engaged and actively participating / discussing the materials presented. | 30 | |
| | GRAND TOTAL | 100 | |
| | PARTICIPATION ASSESSMENT RUBRIC: | | |
|  <p>AS A PARTICIPANT in class, you receive a PARTICIPATION grade</p> | <ul style="list-style-type: none"> ● Attentive Listening ● Taking notes when appropriate ● Engaging in discussion by exhibiting reflective listening and offering a deeper analysis or juicy insight ● Following directions and attempting to make these novice teachers “look good” <p>NOTE: these can be <i>lost</i> easily</p> | 50 | |

NamesChapter

Frankenstein Chapter Lesson Plan Worksheet:

Directions: Incorporate examination of passages, discussion of questions, your literary investigation and possibly a creativity component. Decide who is presenting each section and how to do it.

Write your Vocabulary Dia-LOG here:

'Close' Study Passages/Quotations:

Presenter's Name:

1. Page/ Paragraph:
Keywords:
Importance/Analysis:

2. Page/ Paragraph:
Keywords:
Importance/Analysis:

3. Page/ Paragraph:
Keywords:
Importance:

Discussion Questions:

Presenter's Name:

- 1.

- 2.

- 3.

Literary Elements:

Presenter's Name:

- 1.

- 2.

Creative Component:

Presenter's Name: