



SYMBOLISED CLASSICS

# FRANKENSTEIN

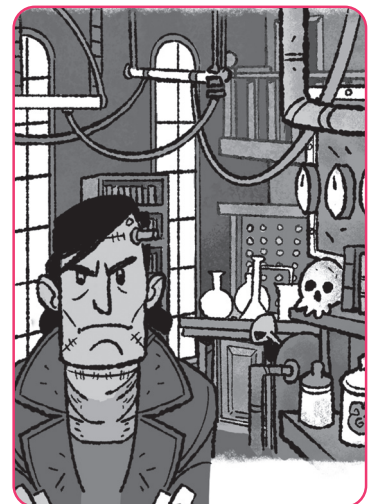
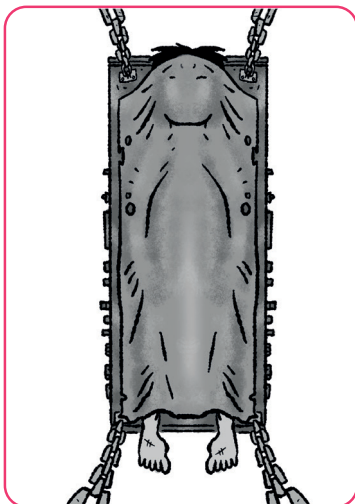
Teaching and Learning Resources

## Summary

Frankenstein is written by Mary Shelley. It tells the story of a Scientist who creates his own human using science. But Frankenstein believes he has created a monster, not a human. Frankenstein is scared of the monster and runs away from him. This makes the monster angry. The story follows Frankenstein and his monster. It gives a message to readers that using science to create a human is wrong.

## Context

Mary Shelley wrote the story as a competition entry for the spookiest story. She won at a time when women were not seen as great authors. The story was inspired by science and technology. It taught people that they should not explore life after death.



**Activity 1:** Teacher to lead a guided drawing activity of the monster. Pupils will engage in following instructions, fine motor and drawing skills. There are many ideas for guided drawing online. After everybody has drawn their monster, discuss similarities and differences and compare to images of Frankenstein in the book

**Activity 2:** Discussion time. If you were a scientist what would you create? Draw, paint or make your design.

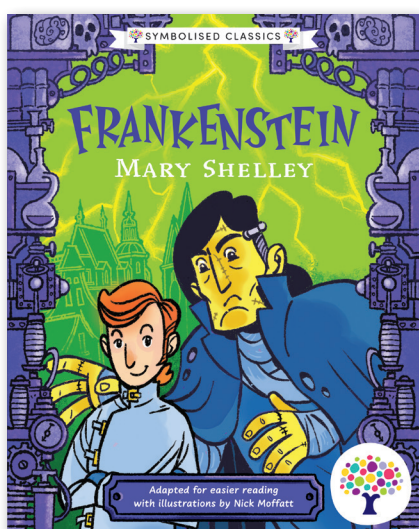
## Questions based on the book cover

### Activity 1: Front Cover Analysis

- Looking at the front cover, what words can you think of to describe the monster? Create an individual or group word mat.

### Activity 2: Back Cover Analysis

- Will the monster be good or bad?
- If it is good, what might it do?
- If it is bad, what might it do?
- This could be a discussion, written answer, or a role on the wall for a good monster and a bad monster.



**Challenge:** Linking to learning about electricity in Science.

Can you go on a search around school looking for objects that work using electricity? What different things can electricity do?

Create a tally chart and add to it every time you use electricity today.

## Activity options:

Can you think of your own examples in life now which link to one of the themes?

### Knowledge

Frankenstein was written at a time when people were finding out new facts about science and technology. The story explores the idea that humans can have too much power.

### Fair treatment

Mary Shelley's parents had taught her that everybody should be treated the same no matter how much money they have. Frankenstein stays away from the monster because he doesn't see the monster as being important.

### Prejudice

Not cared about by its creator, the monster is alone in the world. Every person the monster meets is scared and runs away because they think the monster is dangerous. Being treated like this makes the monster hate Frankenstein for creating him.

### Glossary

Knowledge	Facts and information.
Prejudice	An opinion made without knowing all the facts, such as looking at somebody and judging them without knowing them.



Using the information from the text below create a word bank followed by a character profile about Frankenstein's monster.

*It had grey eyes and yellow skin.*

*It looked like a monster.*

*It was big and scary!*

## Word bank

## Draw a picture

## Character description

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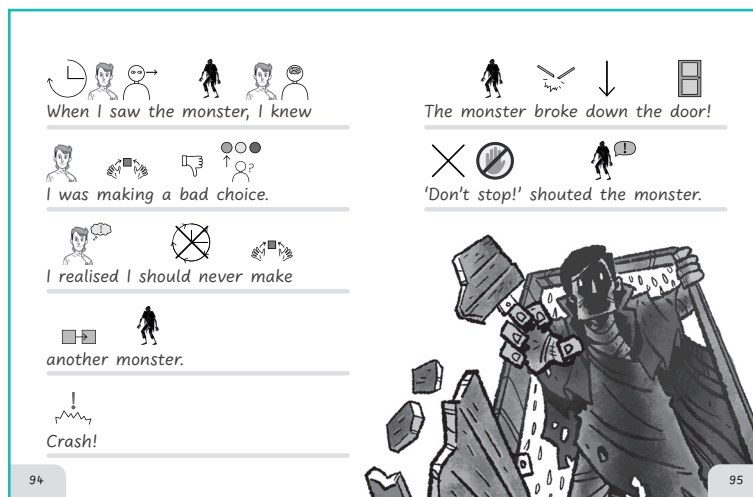
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**Challenge:** Can you create a character spotlight for Frankenstein?



- Who tells the story? Why do you think the author chose to do this?
- Why does Frankenstein want to create the human?
- How do you think Frankenstein felt when his human looked like a monster?
- What happened to Frankenstein after he completed his creation?
- Page 44- Why did Eliza send a letter to Frankenstein?
- When was the first time the monster saw somebody being kind?
- Page 66- What did the monster do when the cottage was empty?
- Page 87- Why did Frankenstein go as quickly as he could?
- Page 94- Why did Frankenstein change his mind about making a second monster?



- ***I no longer felt afraid of the creature. I was angry. It had hurt all the people I loved. It was never going to stop. I had to get rid of the creature forever.***

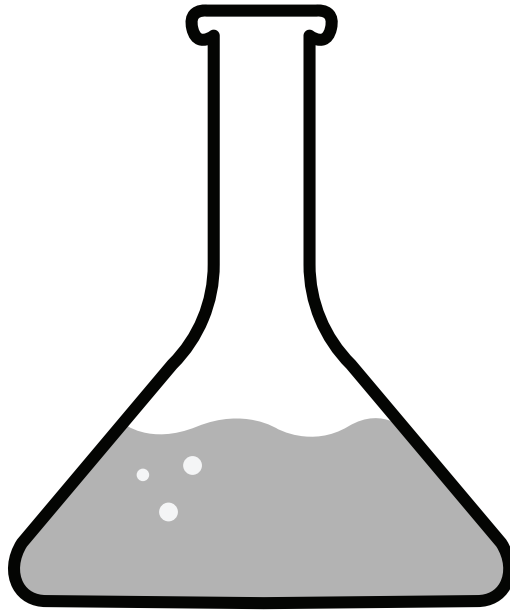
Discuss: what was he afraid of happening? Why do you think he felt he had to kill the creature to stop him? Could he have done anything else instead?

## Activities

**Activity 1:** Retell the story, this could be a story map, story mountain, acting or freeze frames.

**Activity 2:** Discussion on page 138- who is the biggest monster?

**Activity 3:** Change the story so that the monster is good. Draw, write or verbally record your ideas.

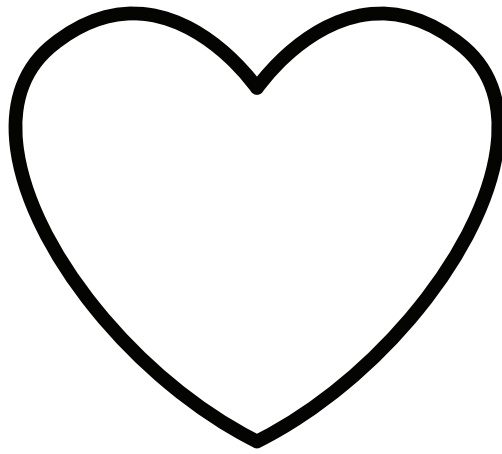


Science

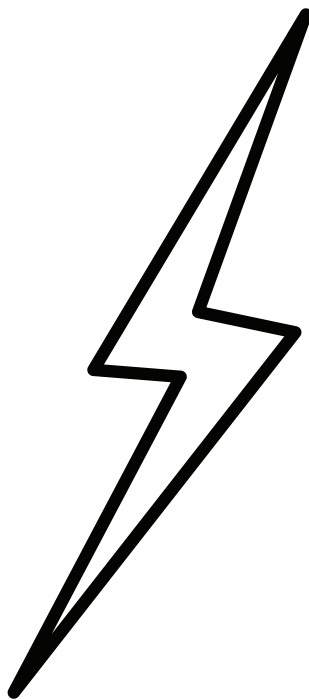


Monster

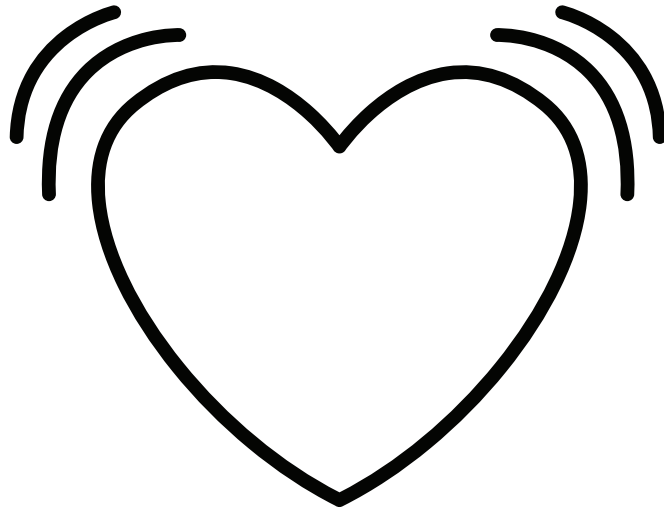




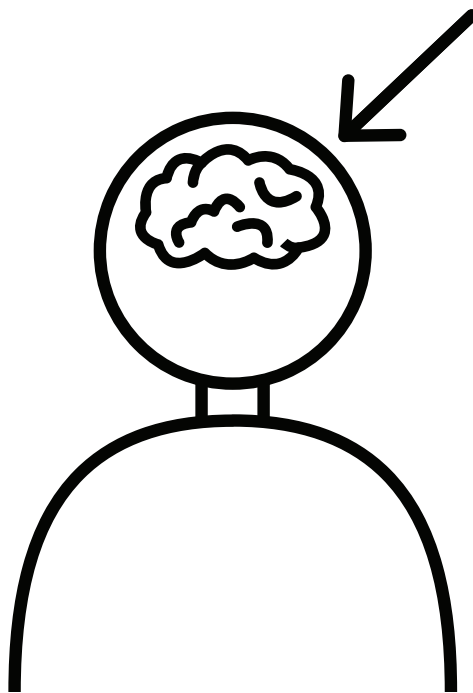
Love



Lightning



Life



Learn





Big stories, fewer barriers.



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