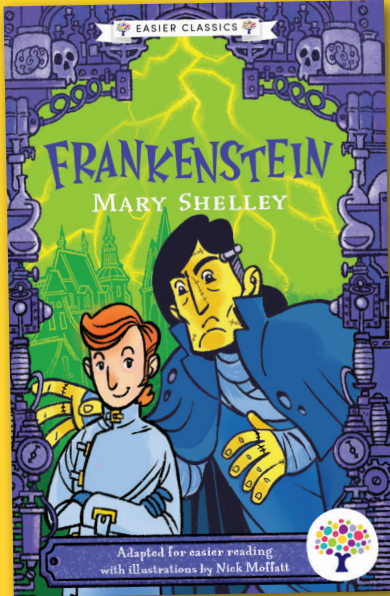




Big stories, fewer barriers.



FRANKENSTEIN

Teaching and Learning Resources

Summary

Frankenstein was written by Mary Shelley. It tells the story of a scientist, Victor Frankenstein, 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 shouldn't be done.

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 breakthroughs in technology, aiming to teach a lesson that we should not explore life after death.

Glossary

creature	A living thing that isn't a plant, such as a human or an animal.
rejection	If someone is seeking to be liked and is rejected, they are treated in a cold and unfriendly way.
revenge	When someone wants to hurt someone else because that person hurt them.

1. Pre read discussion

Activity 1: Look at different images of Frankenstein's monster from the book and online. Discuss similarities and differences between the images. Create a word bank of adjectives for how he looks and the type of creature you think Frankenstein's monster is.

Activity 2: Discussion time. You are a Scientist who can create new life. Would you do it? Give reasons for your answers? Use this opportunity for debate style conversations- encourage pupils to question each other's opinions.

2. Questions based on the book cover

Activity 1: Front Cover Analysis

Label the book cover, looking for:

- its main features
- potential main themes
- genre clues
- inferences about the text

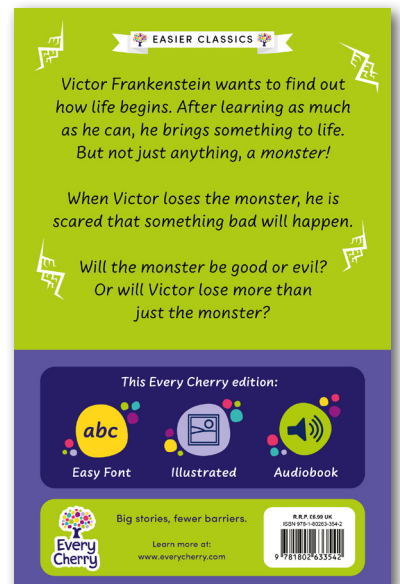
Discussion questions:

- What does the book cover tell us about the book?
- Who wrote the book?
- What does the front cover of the story tell you about the relationship between the two characters, Victor Frankenstein and his creature?

Activity 2: Back Cover Analysis

Look at the blurb on the back of the book:

- Why do you think Victor would be scared that something bad will happen?
- Will the monster be good or evil? If it is good what might it do? If it is evil what might it do? This could be a discussion, written answer, or a role on the wall for a good monster and an evil monster.
- Predict what Victor could lose other than just the monster. What would you be upset to lose in your life and is it replaceable?



Challenge: Linking to learning electrical circuits in Science, can you design and create your own electrical circuit?

Activity options:

- Can you link one of the themes to an example in your own life? Have you ever experienced redemption?
- With the pupils, create a mind map for each theme. Look throughout the story for examples of each theme and add it to the mind map.

Knowledge and Discovery

Frankenstein was written at a time when lots of discoveries were being made both with scientific knowledge and technology. The story explores the idea that maybe mankind can have too much knowledge and too much power.

Justice

Mary Shelley's parents had taught her that everybody should be valued regardless of wealth or social class. Frankenstein runs away from his creature instead of accepting responsibility for making it. He doesn't see the creature as being important as it is not a human.

Prejudice

Not cared about by its creator, the monster is alone in the world. Every person the monster comes across is scared and runs away, believing the monster to be dangerous and a threat. Being treated like this makes the monster hate Frankenstein for creating him and starts to plan his revenge.

Glossary

Knowledge	Facts and information.
Discovery	To explore and find out something.
Mankind	It is the same as 'humankind', meaning the human race.
Justice	The idea of things being fair to all people.
Social class	When people are grouped based on what money they have and how important they are seen to be.
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 the creature.

I dressed it in my clothes. They were too small for its big body.

The creature groaned again, moving its arms and legs. Slowly, it sat up. 'I did it!' I said to myself. The creature finally opened its eyes and stared at me.

I saw the creature's dry yellow skin and black lips. Its long arms and legs. The dead look in its yellow eyes... I began to feel sick.

Word bank

Draw a picture

Character description

Challenge: Can you create a character spotlight for Frankenstein?

- Who tells the story? Why do you think the author chose to do this? Discuss the effect this has on the reader.
- Why does Frankenstein want to create the creature?
- How do you think Frankenstein felt when his experiment started working and his creature was starting to come to life? How did his feelings change when he saw the creature alive?
- What happened to Frankenstein after he completed his creation? Use evidence from the text for your answer.
- Which words below let you know how Frankenstein felt about his creature?



I often looked out of my apartment windows in case the creature came back. Each day, I feared I would see the terrible creature. But time passed with no sightings of it. I destroyed my notes and equipment. All that was left was my memory of its frightening face.

- How does the creature learn to read and write?
- Page 86- Why was Frankenstein rushing and what was he afraid of?

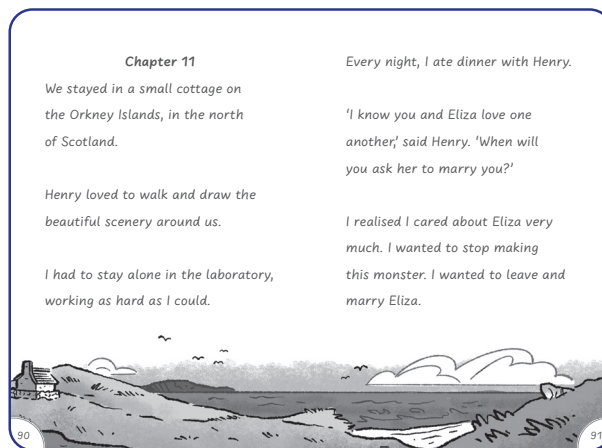
<p>'Why are you leaving in such a hurry? What about William?' my father asked.</p>	<p>I nearly cried as I lied, 'I have to go back to work. I will be back home soon.'</p>
<p>I could not tell him what had really happened to William. I felt sad and afraid.</p>	<p>I travelled back to university, but I could not risk making another creature there.</p>

- Frankenstein went from being scared of the creature to wanting to kill it:
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: Create a story map or story mountain for the story- verbally retell the story to a friend.

Activity 2: Reread Chapter 11. Create a short setting description for the cottage in North Scotland. You can explore the adjectives used in the chapter which set the scene, and research remote cottages to help. This could be written, or a spoken piece of work.



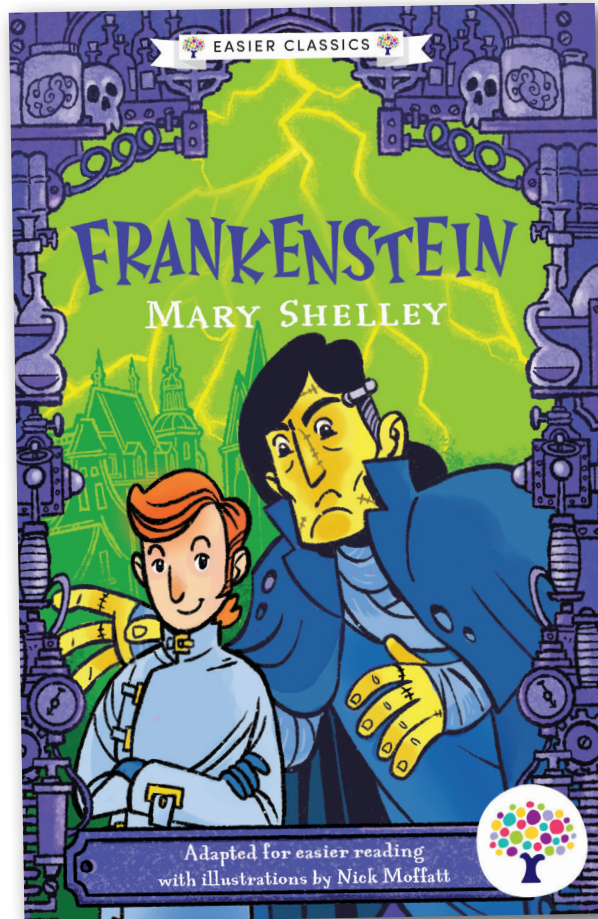
Activity 3: Split pupils into two groups. One group has to find evidence and debate that Victor is the monster. The other group is to debate that the creature is the monster.

I feel sorry for both Victor and his creature. But I cannot tell who the real monster is. Is it the creator or the creature?





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This Teaching and Learning Resource has been written by Katie Corrigan as part of Every Cherry Publishing.

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