



Science & Science Fiction

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Sub-Unit 1 • pages 6–53

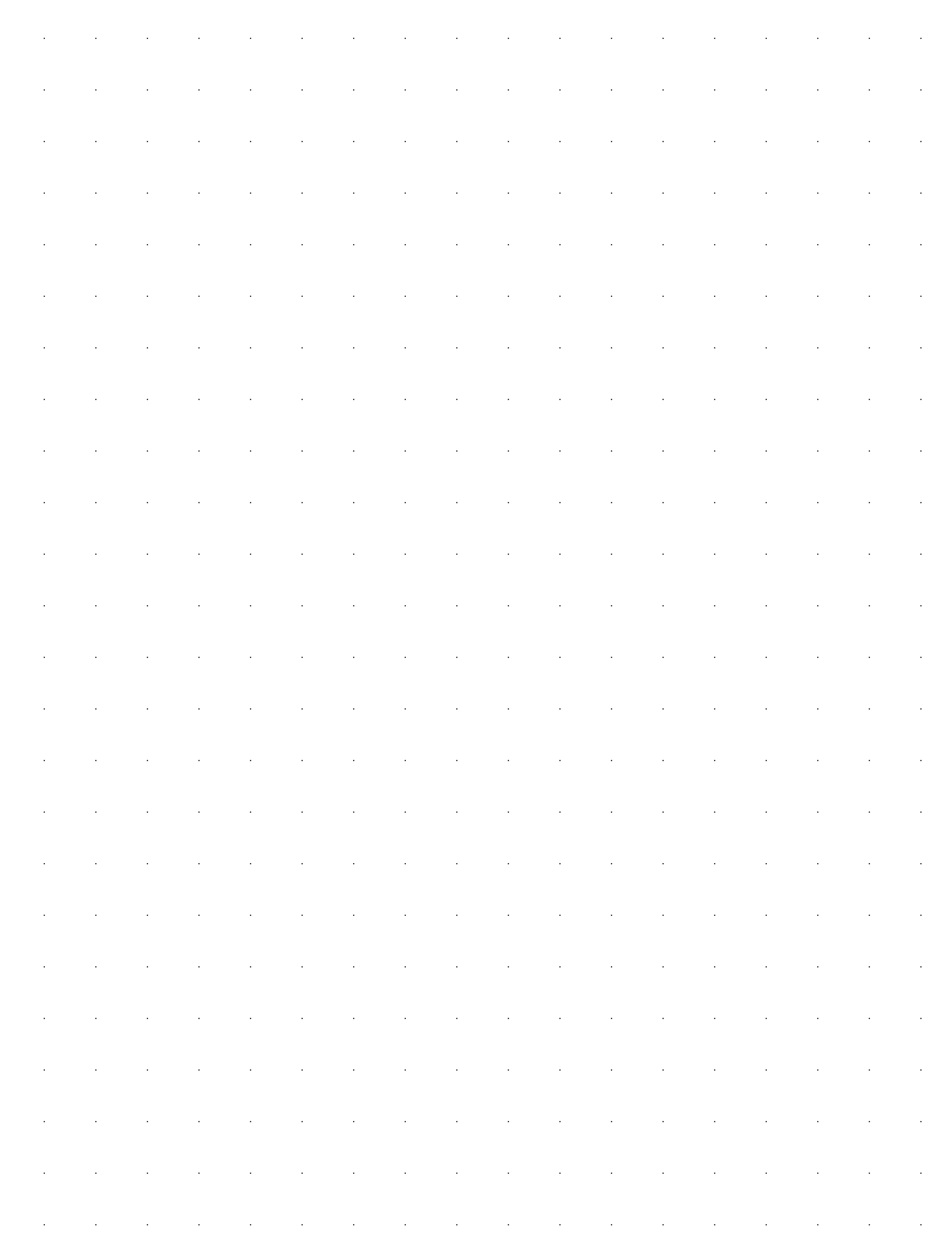


Sub-Unit 2 • pages 54–72



Sub-Unit 3 • pages 74–89









Sub-Unit 1

Gris Grimly's Frankenstein



Have you heard the word “Frankenstein” before? Write what you think of when you hear the word “Frankenstein.”

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Read the epigraph at the beginning of the book and look at the illustration.

What do you think the story is going to be about?

Look at the details from the text and from the illustration.

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Write the names of the characters in the Family Tree next to their corresponding number.

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1. Write the name of a character that you think is going to have an impact on Victor Frankenstein.

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2. Write what you know about this character and why you think he or she will be important.

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1. What does Victor decide to create?

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2. What size does he make his creation and why?

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3. Answer the following question with a partner.

How does Victor change as he works on his project? Include a short quotation from the text and explain what it shows.

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How does Victor feel when his creation first comes to life? Why does he feel this way?

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Summarize the interactions the creature has had with other characters.

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1. Why doesn't Victor tell anyone (his family or the police) about his creation? Find two reasons on page 61.

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2. Whom have the police accused of William's murder and why?

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Victor and his creature have met twice, but they've never spoken. If they were to meet again and have a conversation, what do you think they would say?

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1. Analyze what the line of dialogue (on page 263 in the Student Edition) reveals about Victor. Explain your thinking by referring to specific words that Victor says.

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2. How could this line of dialogue propel the action in the story or provoke a decision by one of the characters?

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Which Practice Set are you working with?

Work with your partner to paraphrase the original text into more everyday language, without changing the meaning of the original text.

When you have paraphrased the text in all five passages, review your paraphrases to see that they make sense when read together and capture the overall meaning of the original conversation.

Passage 1 Paraphrase:

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Passage 2 Paraphrase:

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Passage 3 Paraphrase:

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Passage 4 Paraphrase:

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Passage 5 Paraphrase:

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1. Choose one line of dialogue from this scene and analyze what it reveals about either Victor or the creature. Explain your thinking by referring to specific words that a character says.

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2. Assess how this line of dialogue might propel the action in the story or provoke a decision by one of the characters.

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2. How does Victor attempt to deal with the creature? Why do you think his strategy changes?

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3. What is at least one other way Victor could have opened his first conversation with his creature? What do you think prevented him from starting the conversation that way?

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4. How does the Creator in Genesis feel towards the man? How do you know?

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5. What role does the man play in the world that God created in Genesis?

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6. Select one sentence from the Genesis excerpt that best represents God's attitude towards the man that he created in Genesis. Write that sentence below.

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7. Select one sentence from the Genesis excerpt that best represents Victor's attitude towards his creature from Frankenstein. Write that sentence below.

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8. What themes or ideas do you think Mary Shelley was trying to communicate in making this reference to Genesis?

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1. Paraphrase the following statement from Chapter 10, paragraph 19 of the text.

“Remember that I am thy creature; I ought to be thy Adam, but I am rather the fallen angel, whom thou drivest from joy for no misdeed” (Chapter 10, paragraph 19).

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2. How do you think the creature wishes that Victor would speak with him? What makes you think so?

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Notes on Speeches

Which image set are you writing a caption for?

Write a caption for your assigned image set.

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Image 2

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Discuss a specific moment in Volume II, Chapter 5, and why it makes you feel sympathy or antipathy toward the creature.

You must include evidence from the chapter by either A) copying a quote from the graphic novel, or B) describing a specific image or images.

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2. Write a summary explaining the interactions the creature has had with other characters.

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3. How has the amount of sympathy that the creature receives from the other characters influenced his story?

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1. Record the reasons that support **your** team's side.

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2. Record the reasons that support the **other** team's side.

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3. Which argument have you been assigned to?

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4. Write the main idea for your team's arguments.

Main idea of opening argument:

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Main idea of rebuttals:

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Main idea of closing statement:

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5. Develop the argument you have been assigned to. Explain your argument clearly and use evidence from the book.

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What decision does Victor make about whether to fulfill his promise to produce a mate for the creature? How do you know?

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1. Remember that the creature is eight feet tall and incredibly strong. If he wanted to, he could easily have attacked Victor Frankenstein during this scene. Why doesn't he?

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2. Review paragraphs 9–12 on pages 141–142. When the creature says, “I shall be with you on your wedding-night,” what does Victor believe he is threatening to do? What do you believe he is threatening to do?

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Who do you think is dead, and how do you think he or she died? What makes you think so?

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1. How much sympathy do you feel for Victor Frankenstein at this moment in the book?

Find a quote that you can use to explain how you feel about Victor Frankenstein.

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2. Explain why the evidence you chose makes you feel this way.

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Do you agree with Victor that “no creature had ever been so miserable as [he] was” (page 167)? Explain why or why not.

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Work with a partner to complete the chart.

“A fiend had snatched from me every hope of future happiness: no creature had ever been so miserable as I was” (167)

“I am an unfortunate and deserted creature; I look around, and I have no relation or friend upon earth.... I am an outcast in the world for ever” (105)

Compare Victor’s words on page 167 with the creature’s words on page 105. What is similar about Victor and the creature in these moments?

“Let the cursed and hellish monster drink deep of agony; let him feel the despair that now torments me” (170)

“Your hours will pass in dread and misery.... Beware; for I am fearless. You shall repent of the injuries you inflict” (141)

Compare Victor’s words on page 170 with the creature’s words on page 141. What is similar about Victor and the creature in these moments?

1. What do you think Shelley wants us to notice when we think about how Victor and the creature have transformed?

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2. Now brainstorm a list of general topics that connect to these characters' experiences. In a long and complex work like *Frankenstein*, the author usually develops multiple themes. Today, in the writing activity that follows, you will develop one of these topics into a statement of theme in *Frankenstein*.

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1. In paragraph 1, Victor tells Walton:

“In a fit of enthusiastic madness I created a rational creature, and was bound towards him.”

In this context, what does the word “madness” communicate about Victor?

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2. How does Victor feel when he looks back on his life's work?

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3. In paragraph 3, Victor tells Walton:

“Seek happiness in tranquillity, and avoid ambition, even if it be only the apparently innocent one of distinguishing yourself in science and discoveries.”

In this context, what does the word “apparently” communicate about Victor?

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4. What advice does Victor give Walton and why?

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1. Record the reasons that support **your** team's side of the debate.

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2. Record the reasons that support the **other** team's side of the debate.

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3. Which argument have you been assigned to?

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4. Write the main idea for your team's arguments.

Main idea of opening argument:

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Main idea of rebuttals:

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Main idea of closing statement:

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5. Develop the argument you have been assigned to. Explain your argument clearly and use evidence from the book.

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1. Does Prometheus want to give fire to humans or keep it from them?

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2. Does Zeus want to give fire to humans or keep it from them?

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3. Summarize the arguments that Zeus and Prometheus make.

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4. Which argument do you think is stronger? Why?

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5. What were the positive effects of Prometheus's decision to give fire to human beings?

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6. What were the negative effects of Prometheus's decision to give fire to human beings?

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1. Why do you think Prometheus wants to give fire to human beings?

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2. Why do you think Victor sets out to learn the secrets of life and death?

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3. Why do you think the creature commits murder?

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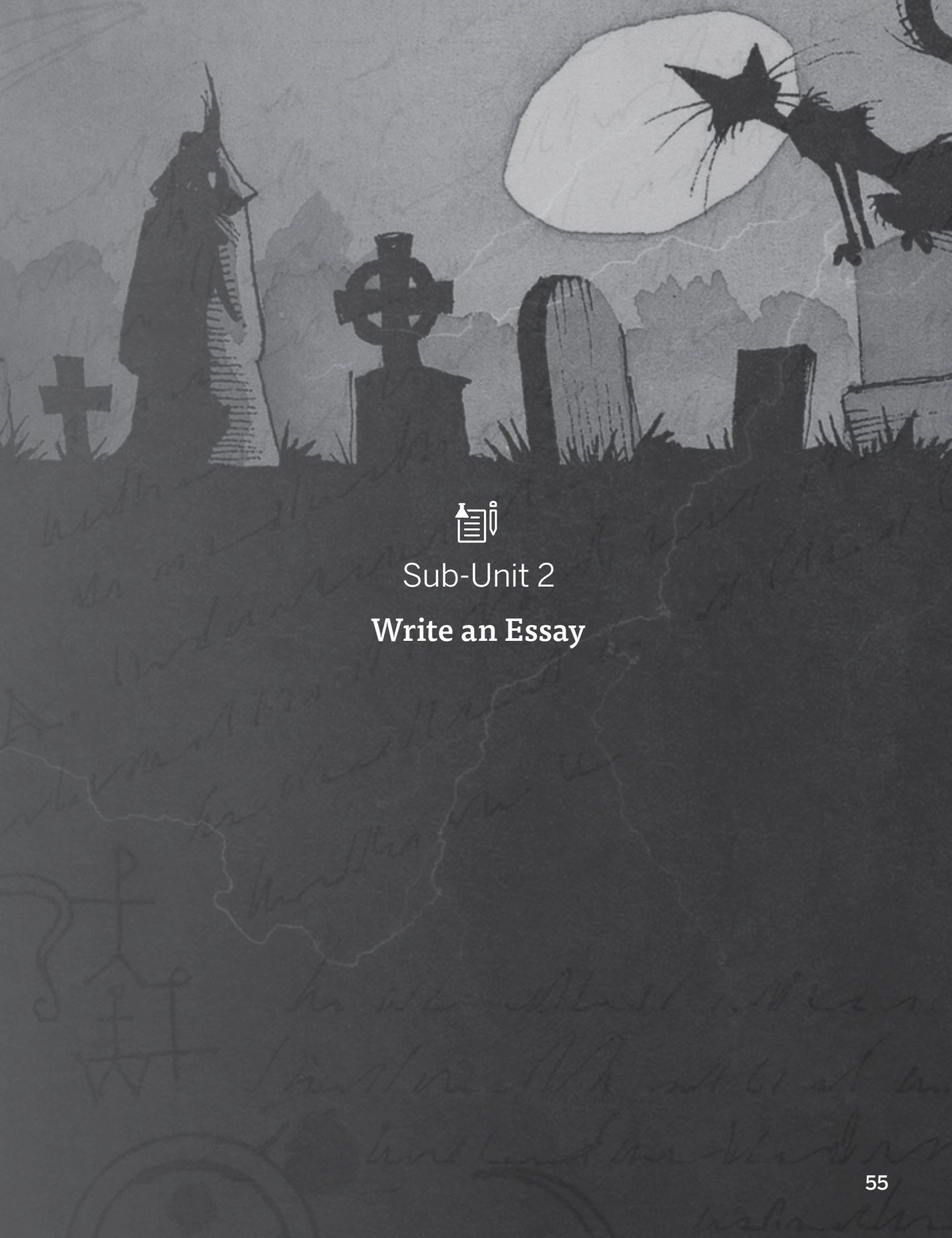
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4. Which of the two main characters in Frankenstein do you think is most like Prometheus, Victor or the creature?

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Sub-Unit 2

Write an Essay

Essay Prompt

Is Frankenstein's creature human?

Essay Text

All excerpts from sub-unit 1, including the 1818 excerpts from Shelley's *Frankenstein*.

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Gathering Evidence

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 Write an Essay

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Revise Body Paragraphs

Partner Work:

1. Reread your essay with your partner, asking him or her to pay attention to the evidence you use and describe to support your claim.
2. Have your partner underline and annotate two places to revise in your body paragraphs:
 - One place where your evidence is strong and well-explained.
 - One place where you could add more evidence or describe your evidence more completely.
3. Once your partner explains his or her suggestions, review the moments from the text that connect to the parts of your essay you want to revise.
4. Highlight any additional details in the text that provide evidence for your claim.

Individual Work:

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

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Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

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2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final draft of your essay.

 Write an Essay

A series of horizontal dotted lines for writing an essay.

 Write an Essay

A series of horizontal dotted lines for writing an essay.

 Write an Essay





Sub-Unit 3

Poetical Science

1. Review stanza 1 (lines 1–4) on page 330. The writer is addressing a “Friend.” What is this friend doing?

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2. How does the friend seem to feel? How can you tell?

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3. Review stanzas 2 and 3, lines 5–12. What two things does the writer compare or contrast in stanza 3 (lines 9–12)?

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4. Paraphrase the last line of stanza 3 by restating it in your own words. What does the writer mean by this line?

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5. Review stanza 4–6 (lines 13–24). How does the writer feel about nature?

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6. What language does he use to show this feeling?

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7. Paraphrase the writer in stanza 7, (lines 25–28).

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8. Review stanzas 7 and 8 (lines 25–32). What does the writer mean?

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Lord Byron's Debate

1. Read paragraph 1 of Lord Byron's speech on 332. Who is Byron's audience? Support your inference with textual evidence.

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2. Read paragraph 3 of Byron's speech. Byron is referring to events that had happened in England. What seems to have happened? Support your inference with textual evidence.

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3. Who are the two parties involved in the conflict Byron is describing? Support your inference with textual evidence.

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4. Read paragraph 4 of Byron's speech. Does it seem like Byron sympathizes more with one side of the conflict than the other? Support your inference with textual evidence.

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1. Write an example of when you've heard someone speak sarcastically.

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2. What feeling was the speaker trying to convey by using sarcasm?

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The Two Sides of Ada

1. Why did Lovelace's parents' marriage "sour"?

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2. How did Lovelace's parents' relationship with each other affect her relationship with each of them?

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3. Why did Lovelace's mother want her to study math?

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4. Do you agree with Lovelace's mother's ideas about math?

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Babbage's Inventions

1. Why do you think this machine was so big and heavy?

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2. It would be unusual today for someone to show off a calculator at a party. Why do you think Babbage's Difference Engine was so awe-inspiring?

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3. After working on the Difference Engine, Babbage started to design a new machine, which he called the Analytical Engine. What was going to be so special about his new invention?

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The Punch Card Innovation

1. What did Menabrea do after seeing Babbage's talk?

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2. What did Lovelace's friend suggest she do to help Babbage?

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3. What did Babbage suggest Lovelace also do to help him?

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4. What did the punch cards in the Jacquard loom do?

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5. Why did Babbage want to use punch cards in his Analytical Engine?

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Lovelace's Collaboration With Babbage

1. What did Lovelace understand about the Analytical Engine that even Babbage didn't realize?

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2. Why might Byron have “shuddered” at the thought of a machine writing a piece of music?

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3. Do you believe that a machine could ever write a piece of music? Explain why or why not.

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4. Why did Lovelace believe that machines could never think?

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5. Do you believe that a machine could ever truly think? Explain why or why not.

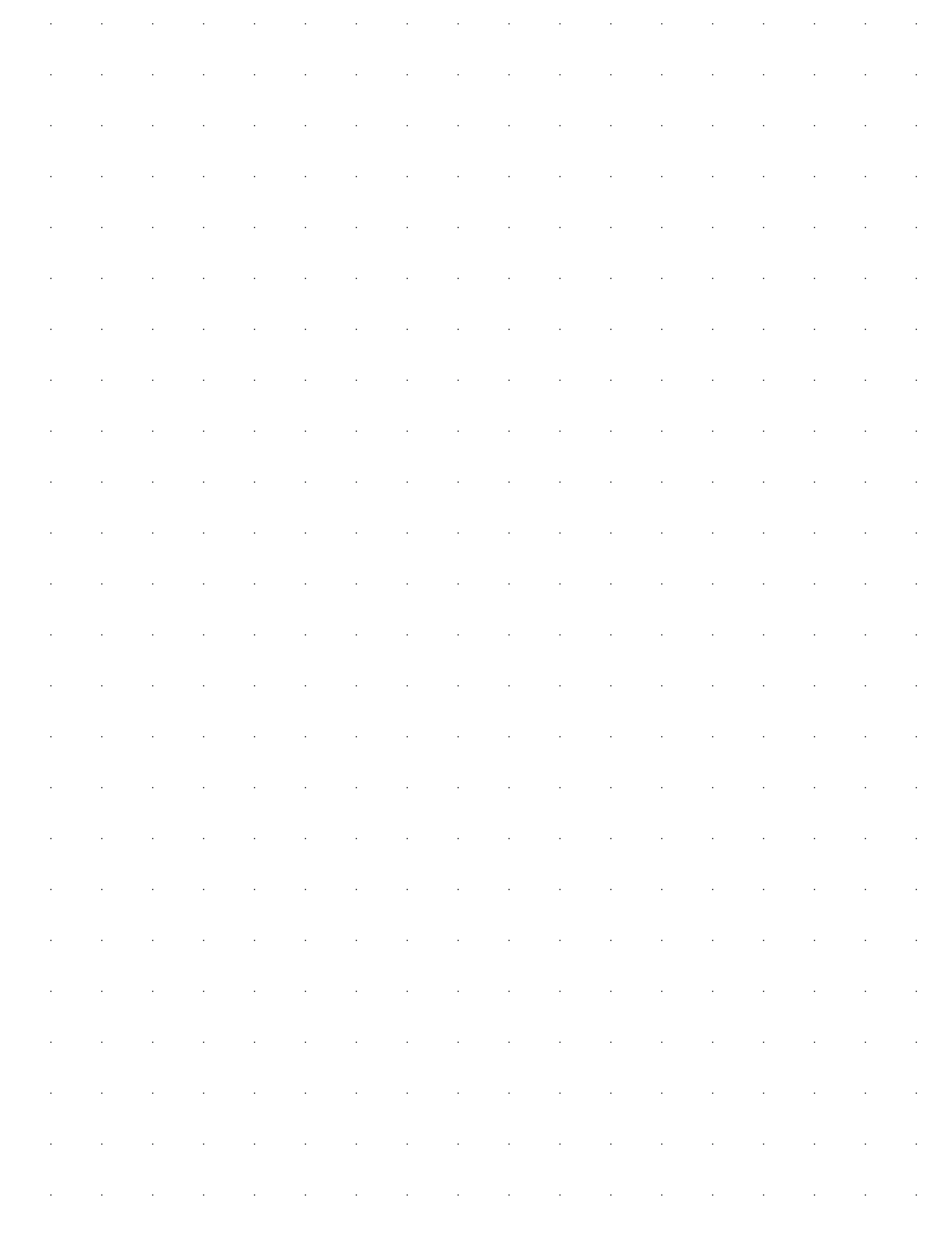
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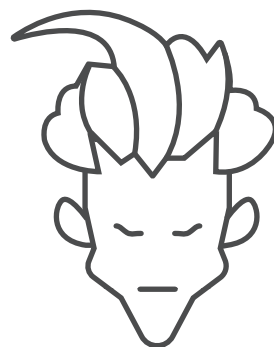
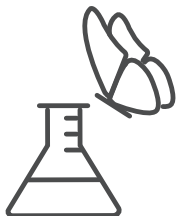
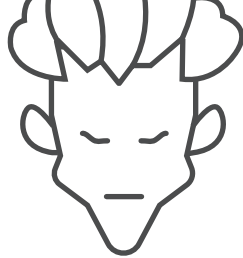
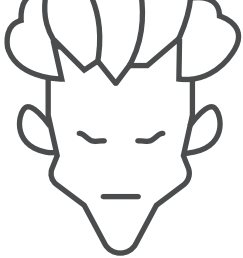
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