

# Unit 8D: Science & Science Fiction



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# Science & Science Fiction

In this unit, you'll learn about two fascinating women who lived in the 19th century but were way ahead of their time. First, you'll read a graphic novel version of Mary Shelley's *Frankenstein*, a literary classic that's a little bit horror and a little bit sci-fi. Then you'll write an essay about *Frankenstein* that will make you question everything you know about what it means to be human. In the last sub-unit, called "Poetical Science," you'll read a couple of poems, part of a speech, and a chapter about Ada Lovelace, the woman who imagined the modern computer 100 years before anything like it was ever built. Get ready to explore new worlds and to ask thought-provoking questions about man, monsters, and machines.

## Materials

Your assigned text passages for these lessons can be accessed any of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 8 Anthology
- Digital eReader, accessible via computer or mobile device\*

\* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

## *The Student's Mindset*

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



## Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

## Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
  - a. Read loudly and slowly.
  - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
  - a. Wait until the reader has finished to respond.
  - b. Using the Response Starters, tell the reader which details made an impact on you.

## Response Starters

1. I liked when you used the word \_\_\_\_\_ because \_\_\_\_\_.
2. You created a clear picture of \_\_\_\_\_ when you wrote \_\_\_\_\_.
3. When you wrote \_\_\_\_\_, it helped me see that \_\_\_\_\_.

## Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.





Unit 8D, Sub-Unit 1

# *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly



*Frankenstein* is a gripping tale that will have you thinking about science, creation, and what makes people prejudiced or compassionate. Mary Shelley's book is almost 200 years old, but her ideas are timeless, and Gris Grimly's graphic novel adaptation—which adds beautiful and bizarre illustrations to the original text—was published very recently. You'll read most of the book in lessons and Solo assignments, but the entire graphic novel is available if you want to read the rest of it on your own.



## LESSON 1 OVERVIEW

Chances are you've heard of *Frankenstein*, one of the greatest horror stories of all time. But are you sure you know who Frankenstein is?

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.

## LESSON 1 Working with the Text

1. Have you heard the word "Frankenstein" before? Write what you think about when you hear the word "Frankenstein."

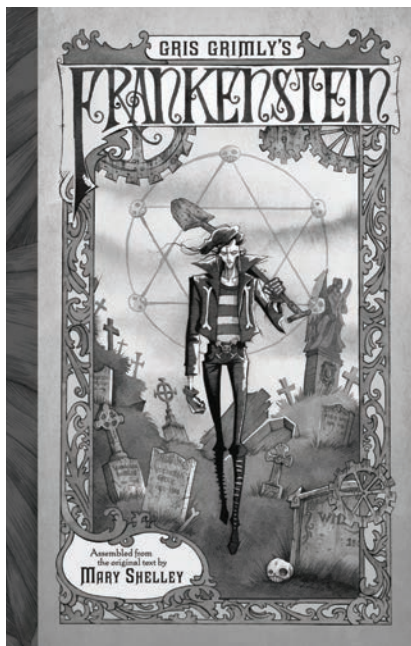
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You may know this story is about a creature or monster, and you may even have written that the creature's name is Frankenstein.

This is a common misconception. Frankenstein is a story about a creature, but the creature's name isn't Frankenstein. The scientist who created him is named Frankenstein—Victor Frankenstein.



### *Gris Grimly's Frankenstein*

- *Frankenstein* is one of the first horror books ever written.
- It was written by Mary Shelley in 1818.
- There have been more than 50 films featuring Frankenstein's creature.
- You will read a graphic novel version of *Frankenstein*, created by Gris Grimly.
- Grimly used much of Shelley's language and added his illustrations to tell the rest of the story.



## LESSON 1 Working with the Text

A **graphic novel** is a book that uses pictures and words to tell a story, like a comic book.

Sometimes authors like to start their books with an epigraph. An epigraph is a short quotation from another work of literature that connects to the main idea of the work that follows.

Read the Epigraph in *Gris Grimly's Frankenstein*.

1. Paraphrase the speaker's question by filling in the blanks below, choosing from the options in parentheses after each blank.

"Did I \_\_\_\_\_ (command/ask/deny) you to turn me from \_\_\_\_\_ (dirt/flesh/plastic) into a \_\_\_\_\_ (god/monster/human being)?"

2. Who is the speaker most likely talking to in these lines of poetry? Circle your choice.
  - a. Himself
  - b. His wife
  - c. His creator
  - d. Nature
3. Which of the following best summarizes what the speaker is saying? Circle your choice.
  - a. I didn't ask you to make me.
  - b. I didn't ask you to give me a promotion.
  - c. I didn't ask you to make something out of clay.
  - d. I didn't ask you to turn on the light.

4. Look at the details from the text and from the illustration. What does this make you think the story is going to be about?

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LESSON 1 Working with the Text

Before you read, you should know that most of this story is told in first person by Victor Frankenstein.

Shelley's book begins with a series of letters that an explorer is writing to his sister while he sails to the North Pole. This explorer won't be important until the end of the book, so we are skipping his letters for now.

In Chapter 1, Victor Frankenstein will tell us some of his family history, and then he will tell us about his childhood.

As you read, try to figure out who is depicted in each illustration, and try to figure out how the different characters are related to each other.

Read *Gris Grimly's Frankenstein* Volume I, Chapter 1, pages 14–17.

5. What does "I am by birth a Genevese" mean? (Check the illustration above these words for a clue.)

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6. Who is depicted in the illustration at the bottom of the page? How can you tell?

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7. On page 15, who is the man standing next to Victor's father?

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8. What became of Beaufort? Point to specific words in the text and explain what they mean.

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9. Who is the woman on page 16? Why is she drawn like that?

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10. Which one of the people on page 17 is Victor Frankenstein? How can you tell?

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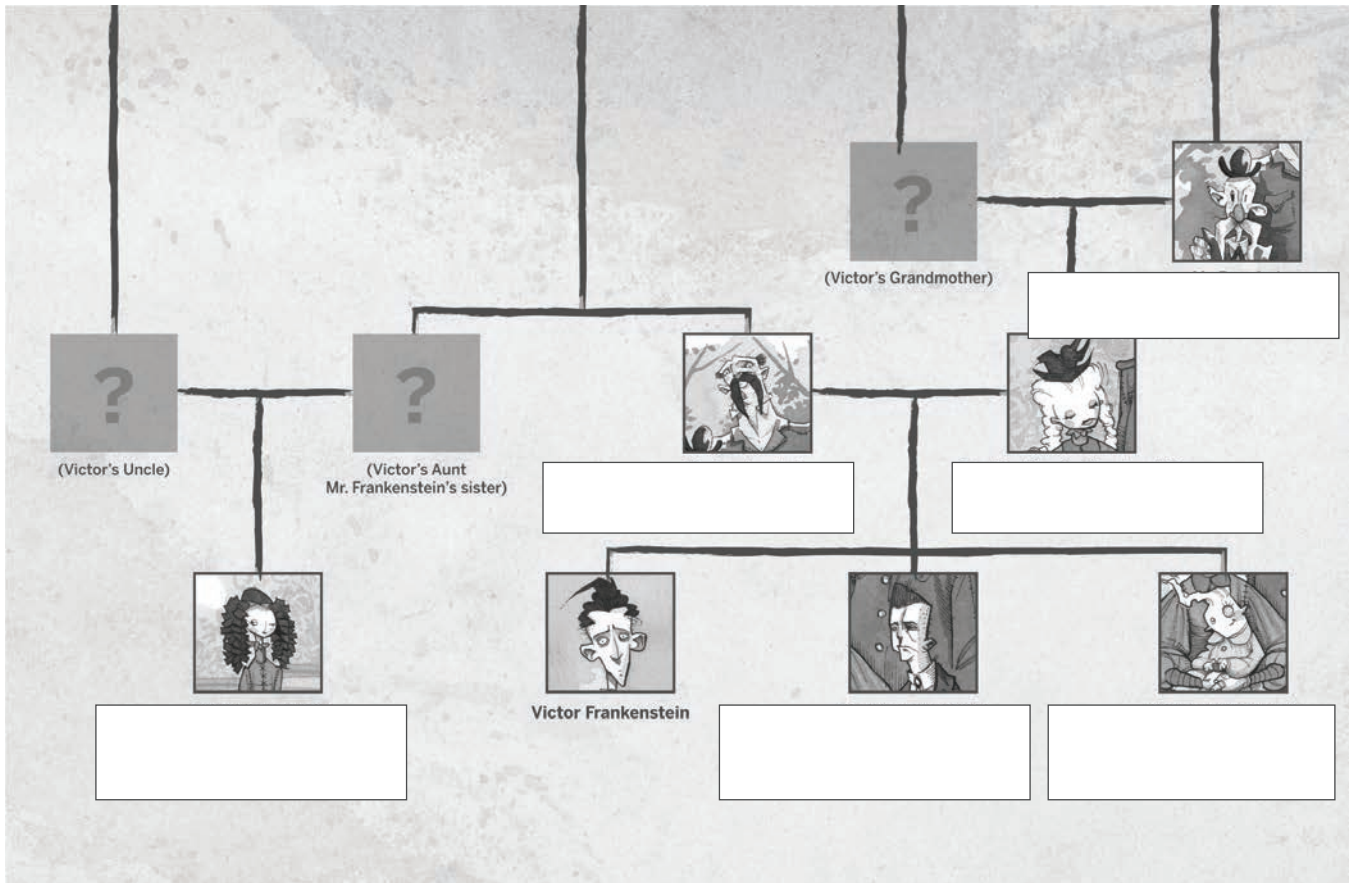
**Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly**

**LESSON 1 Close Read**

Read *Gris Grimly's Frankenstein* Volume I, Chapter 1, pages 18, 19, and 24 (skip 20–23 for now).

1. Fill out the family tree matching the character's names to their pictures, using the names in the name bank.

Caroline Beaufort Frankenstein	Elizabeth Lavenza	Mr. Beaufort
William Frankenstein	Mr. Frankenstein	Ernest Frankenstein



**LESSON 1** Close Read

Reread the introduction of Elizabeth on pages 18 and 19.

2. Write the name of a character who you think is going to have an impact on Victor Frankenstein:

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

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## Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly

### LESSON 2 OVERVIEW

As a child, Victor was obsessed with a 300-year-old book, and he spent a lot of his college time in graveyards. So what makes this budding scientist tick?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 1 Solo.

### LESSON 2 Review Solo

Reread *Gris Grimly's Frankenstein* Volume I, Chapter 1, pages 20–23, paragraph 6, from your Lesson 1 Solo.

1. What does Victor hope to discover and why?

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### LESSON 2 Working with the Text

Read *Gris Grimly's Frankenstein* Volume I, Chapter 2, pages 25–33.

1. On page 25, who do you think is lying in bed, and what do you think is happening to her?

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2. On pages 26 and 27, how does Victor feel after his mother dies, and how can you tell?

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**LESSON 2** Working with the Text

3. How might the death of his mother impact Victor's project to keep people from dying?

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4. On page 28, what change is taking place in Victor's life?

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5. On pages 29 and 30, how does the college professor react to Victor's dream of creating and preserving life?

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6. Who else dismissed Victor's dreams?

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7. On pages 31 and 32, does Victor continue with, or give up on his dream? Why?

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**Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly**

**LESSON 2** Close Read

Read *Gris Grimly's Frankenstein* Volume I, Chapter 3, pages 34–40.

1. Complete the paraphrase chart below, rewriting the quotes on the left in your own words on the right.

Original Quote	My Paraphrase
“Whence, I often asked myself, did the principle of life proceed” (34)?	
“To examine the causes of life, we must first have recourse to death” (34).	
“I became acquainted with the science of anatomy; I must also observe the natural decay and corruption of the human body” (34).	
“After days and nights of incredible labour and fatigue... I became myself capable of bestowing animation upon lifeless matter” (35).	

2. What does Victor decide to create? Circle your choice.
  - a. A torrent of light
  - b. A robot
  - c. A hurricane
  - d. A human being
3. How many feet tall does Victor make his creation? Circle your choice.
  - a. five
  - b. eight
  - c. ten

LESSON 2 Close Read

- 4. Why does he make his creation that size? Circle the sentence that best represents Victor's explanation.
  - a. Using smaller body parts slowed me down a lot, so I decided to make the creature really big.
  - b. I wanted to build the biggest creature that I could imagine.
  - c. I wanted to build a creature with enough strength to give me power.
  - d. I thought that it would be a more exciting challenge to bring a larger creature to life than a smaller one.

- 5. 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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LESSON 2 Writing Prompt

Put a check mark next to the sentence if...

- you think Victor is investigating interesting questions.
- you think Victor is motivated in his work by experiencing the death of his own mother.
- you think that Victor's work focuses him on the horrors of human death.
- you think that Victor's work allows him to experience the joys of human living.
- you think that if Victor achieves his goals, it will be a major scientific accomplishment.
- you think Victor is enjoying his work.





## Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly

### LESSON 3 OVERVIEW

It's alive! Victor has finally achieved his scientific dream. So how does he feel when he sees the result?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice Guidelines.
3. Complete the Sub-Unit 1, Lesson 2 Solo.

### LESSON 3 Review Solo

Reread *Gris Grimly's Frankenstein* Volume I, Chapter 4, pages 41–49, from your Lesson 1 Solo.

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

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### LESSON 3 Working with the Text

Reread *Gris Grimly's Frankenstein* Volume I, Chapter 4, pages 41–49.

Victor doesn't give his creation a name.

1. Write down the words Victor uses to talk about his creation instead of using a name.

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2. Look at the words that you wrote down. How do you think Victor feels about his creation?

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## LESSON 3 Working with the Text

The word “wretch” will come up frequently in this book, and it’s an interesting word because it has two totally different meanings. Study the two meanings closely. Whenever you encounter this word in your reading, you will need to infer which of these meanings is intended.

# Wretch:

Someone who should be viewed with **sympathy** (*pity*).



Someone who should be viewed with **antipathy** (*hatred*).



- When Victor calls his creation a “wretch,” he means: (Circle your choice)
  - someone who should be viewed with sympathy (*pity*).
  - someone who should be viewed with antipathy (*hatred*).
- In the following excerpt from paragraph 6, circle the FOUR underlined words or phrases that *best* communicate the tone, or attitude, that Victor has toward his creation.

I took refuge in the court-yard belonging to the house which I inhabited; where I remained during A. the rest of the night, walking up and down in the greatest B. agitation, listening C. attentively, D. catching and E. fearing each sound as if it were to F. announce the approach of the G. demoniacal corpse to which I had so H. miserably given life.

LESSON 3 Close Read 1

Sympathy is an important theme in this text. As you read, you'll regularly ask yourself how much sympathy the characters have shown each other and how this has influenced the story.

Right now, you're going to look back at Victor's first encounter with the creature and decide how much sympathy or antipathy he feels for the creature. After that, you're going to ask yourself how much sympathy or antipathy you feel.

Reread *Gris Grimly's Frankenstein* Volume I, Chapter 4, pages 41–49, paragraphs 5 and 6.

1. Which quote in this passage best reflects how Victor feels about the creature? Write the quote below.

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2. How much sympathy or antipathy does Victor Frankenstein feel for the creature at this moment in the book? Think about whether he views the creature as unfortunate and deserving of sympathy, or as evil and deserving of hatred. Circle your choice.

- a. Very sympathetic
- b. A little sympathetic
- c. A little antipathetic
- d. Very antipathetic

3. How does the quote you chose reveal how Victor feels about the creature?

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LESSON 3 Close Read 1

Now you're going to decide how much sympathy *you* feel for the creature. Follow the steps you followed on the previous page.

4. Which quote in the passage best reflects how you feel about the creature? Write the quote below.

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5. How much sympathy or antipathy do you feel for the creature at this moment in the book? Think about whether you view the creature as unfortunate and deserving of sympathy, or as evil and deserving of hatred. Circle your choice.

- a. Very sympathetic
- b. A little sympathetic
- c. A little antipathetic
- d. Very antipathetic

6. How does the quote you chose reveal how you feel about the creature?

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Sometimes as a reader you will have a different point of view than the character you're reading about.

7. Are your feelings about the creature the same as or different from Victor's feelings? What effect does this have on you as a reader?

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8. Why is Victor's point of view important to the reader's understanding of this scene? Circle your choice.

- a. It shows the reader how the creature feels when he first comes to life.
- b. It tells the reader what the characters will do next.
- c. It tells the reader how he or she should feel about the creature.
- d. It helps the reader understand why Victor runs away from his creature.

**LESSON 3** Working with the Text

Read *Gris Grimly's Frankenstein* Volume I, Chapter 5, pages 51–54.

- 1. On pages 51 and 52, who is Justine Moritz? What is her connection to Elizabeth?

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- 2. On pages 53 and 54, how does Victor feel as he leaves his laboratory and travels with his friend Henry?

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Read *Gris Grimly's Frankenstein* Volume I, Chapter 6, pages 55–57.

- 3. Briefly summarize what you read.

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Read *Gris Grimly's Frankenstein* Volume I, Chapter 6, pages 58–62.

- 4. Why doesn't Victor tell anyone (his family or the police) about his creation? Find two reasons on page 61 and write them below.

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- 5. Who have the police accused of William's murder and why?

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LESSON 3 Close Read 2

1. Which quote from *Gris Grimly's Frankenstein* Volume I, Chapter 6, pages 58–60, paragraphs 6–9 best reflects how Victor feels about the creature at this moment in the book? Circle your choice.
  - a. A flash of lightning illuminated the object, and discovered its shape plainly to me;
  - b. its gigantic stature; and the deformity of its aspect, more hideous than belongs to humanity, instantly informed me that it was the wretch, the filthy demon to whom I had given life.
  - c. Could he be the murderer of my brother? He was the murderer!
  - d. I thought of pursuing the devil; but it would have been in vain, for another flash discovered him to me hanging among the rocks of the nearly perpendicular ascent of Mont Salêve.
  - e. He soon reached the summit, and disappeared.
  - f. Two years had now nearly elapsed since the night on which he first received life; and was this his first crime?
  - g. Alas! I had turned loose into the world a depraved wretch, whose delight was in carnage and misery.
  - h. The remainder of the night I spent, cold and wet, in the open air.
  - i. My imagination was busy in scenes of evil and despair.
  - j. I considered the being whom I had cast among mankind, and endowed with the will and power to effect purposes of horror, and forced to destroy all that was dear to me.
  
2. How does Victor feel about the creature at this moment? Circle your choice.
  - a. Very sympathetic
  - b. A little sympathetic
  - c. Sympathetic and antipathetic
  - d. A little antipathetic
  - e. Very antipathetic
  
3. How does the quote you chose reveal how Victor feels about the creature?  

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LESSON 3 Close Read 2

Now you'll assess how *you* feel about the creature.

Revisit the list of quotes in question 1, where you circled the quote that best reflects how Victor feels about the creature.

4. Underline the quote that best reflects how you feel about the creature at this moment in the book.

5. How do you feel about the creature at this moment? Circle your choice.

- a. Very sympathetic
- b. A little sympathetic
- c. Sympathetic and antipathetic
- d. A little antipathetic
- e. Very antipathetic

6. How does the quote you chose reveal how you feel about the creature?

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7. Summarize the interactions the creature has had with other characters.

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

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## **LESSON 4 OVERVIEW**

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

### **Prep**

Before you begin this lesson:

- 1.** Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
- 2.** Complete the Sub-Unit 1, Lesson 3 Solo.

## **LESSON 4 Flex Day**

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

## LESSON 5 OVERVIEW

So far we've only gotten Victor's perspective. What will the creature say when he gets the chance to address his maker?

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 4 Solo.

## LESSON 5 Working with the Text

1. 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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Read *Gris Grimly's Frankenstein* Volume II, Chapter 1, pages 72–78.

2. On pages 72 and 73, what do you notice about Victor?

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3. What feelings do you think Grimly is trying to convey through his illustrations?

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4. What has happened and how does Victor feel at this point in the book?

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LESSON 5 Working with the Text

5. On page 74, what does Victor plan to do if he sees his creature again?

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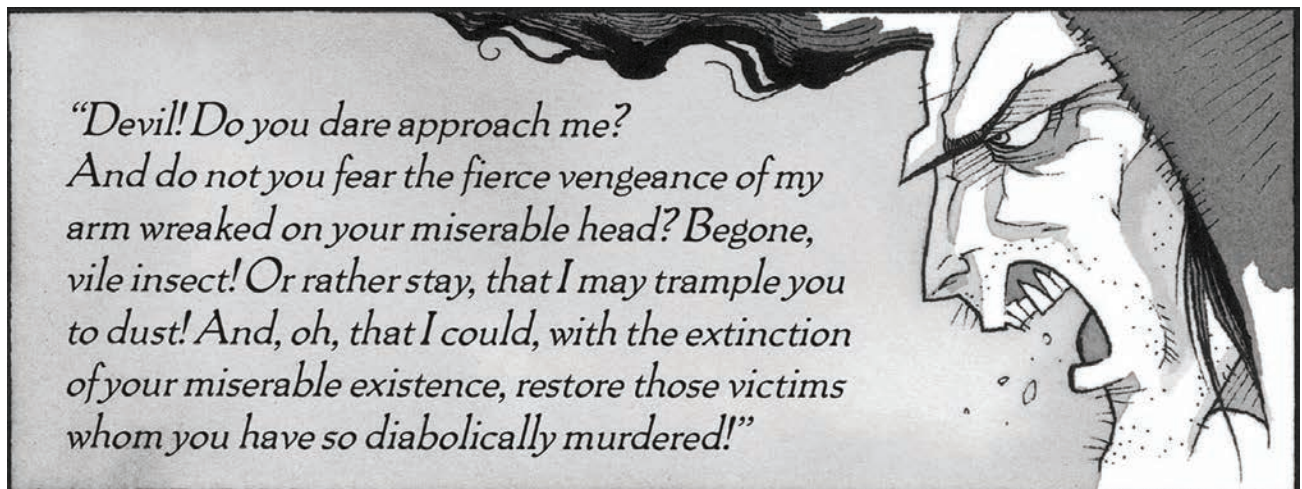
6. On pages 75–78, what does the Frankenstein family decide to do to cheer themselves up?

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Read *Gris Grimly's Frankenstein* Volume II, Chapter 2, pages 79–85.

We can paraphrase to rewrite what the characters say in a way that makes it easier for a modern-day audience to understand. A paraphrase tries to convey all of the important ideas and feelings in the text, but it doesn't need to rewrite every word.



7. Which of the following is the best paraphrase of Victor's statement? Circle your choice.

- a. You don't have any right to speak to me. I am getting out of here, and I am going to trample you into the ground on my way out.
- b. You horrible creature! I now see that you are more like an insect than a human being, and it is my job to crush you like a bug. If only that would bring back the people you killed.
- c. You turned out badly. I made you and now I can destroy you. You won't get any revenge on me. I will restore the victims you killed using the same methods I used to bring you to life.
- d. You horrible creature! How dare you come here! Aren't you afraid that I will take my revenge on you? Leave—or stay so I can kill you! I just wish your death would bring back the people you killed.

LESSON 5 Working with the Text

Dialogue in a story like *Frankenstein* is always worth reading closely. Authors use dialogue to propel the action, to reveal aspects of a character, or to set up a character to make a decision.

Remember: This scene is the first time that Victor and his creature have ever spoken to one another. You're going to paraphrase the dialogue in this scene because it's important to understand what each character says, and how this scene moves the story along.

- 8. Analyze what the dialogue in the image above question 7 reveals about Victor. Explain your thinking by referring to specific words that Victor says.

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- 9. How could this passage of dialogue propel the action in the story or provoke a decision by one of the characters?

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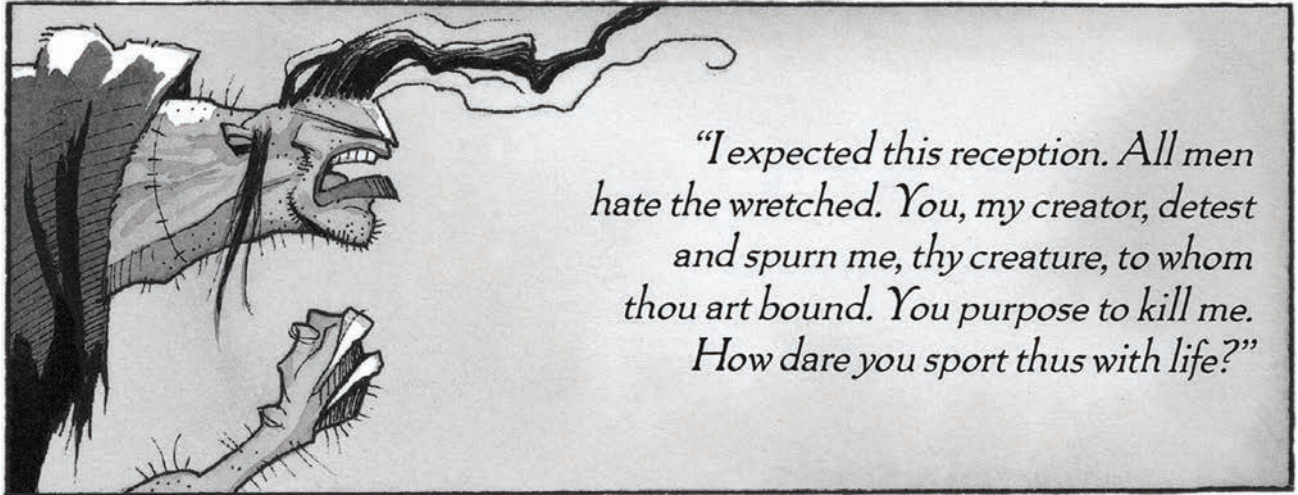
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LESSON 5 Close Read

Now you'll work on paraphrasing the dialogue in the rest of the scene. Once you've done that, you'll analyze what this dialogue reveals and how it moves the story forward.

Reference *Gris Grimly's Frankenstein* Volume II, Chapter 2, pages 79–85.

1. After each image below, paraphrase the original text in it into more everyday language, without changing the meaning of the original text.



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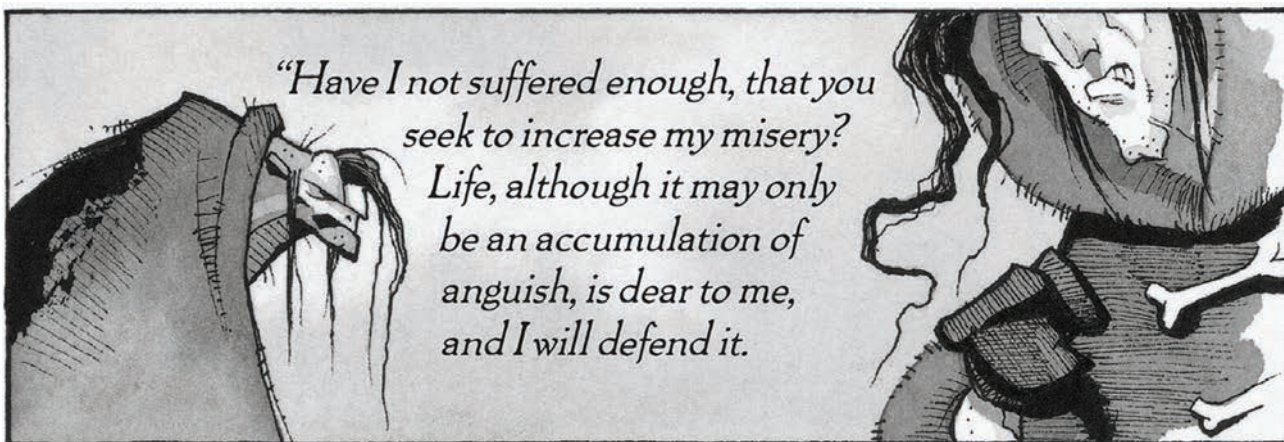
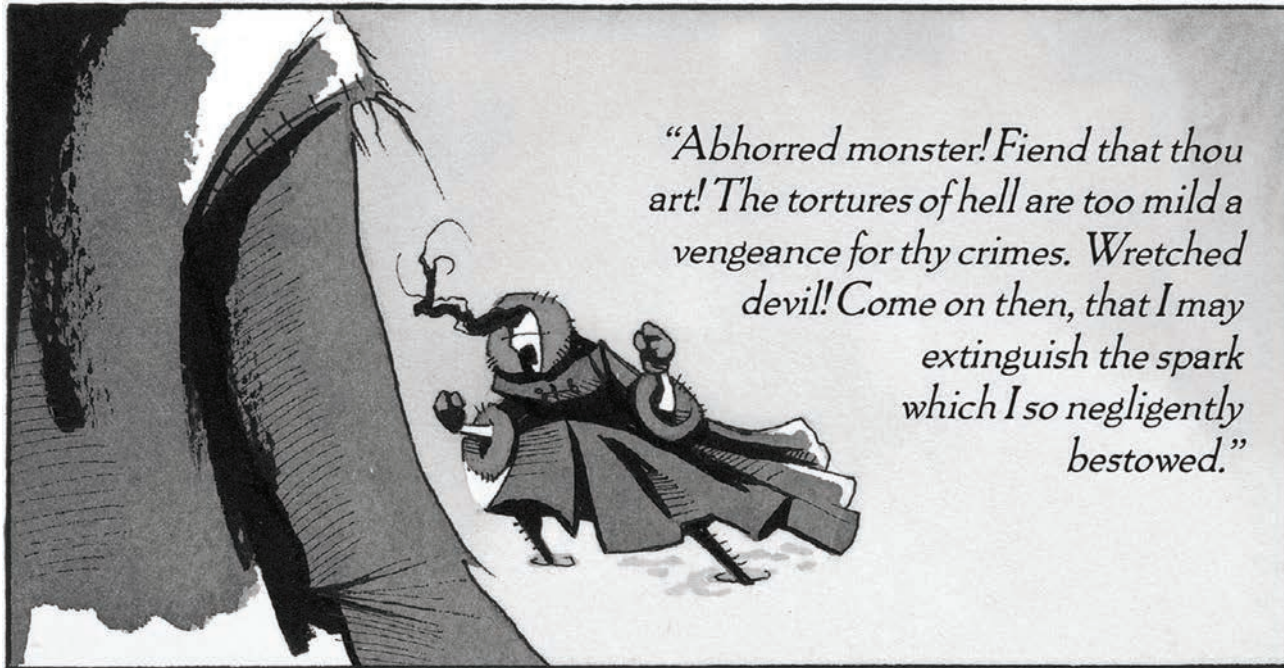
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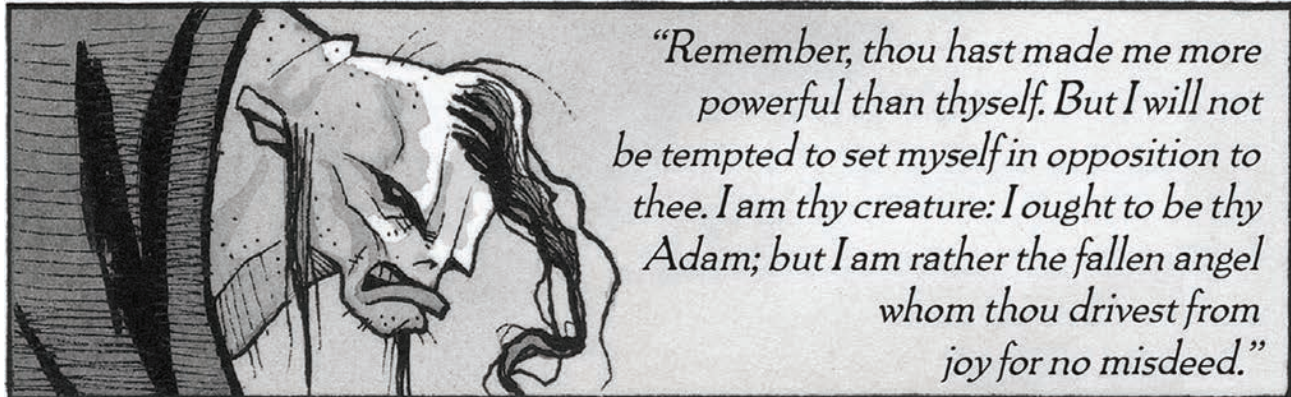
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LESSON 5 Close Read



LESSON 5 Close Read

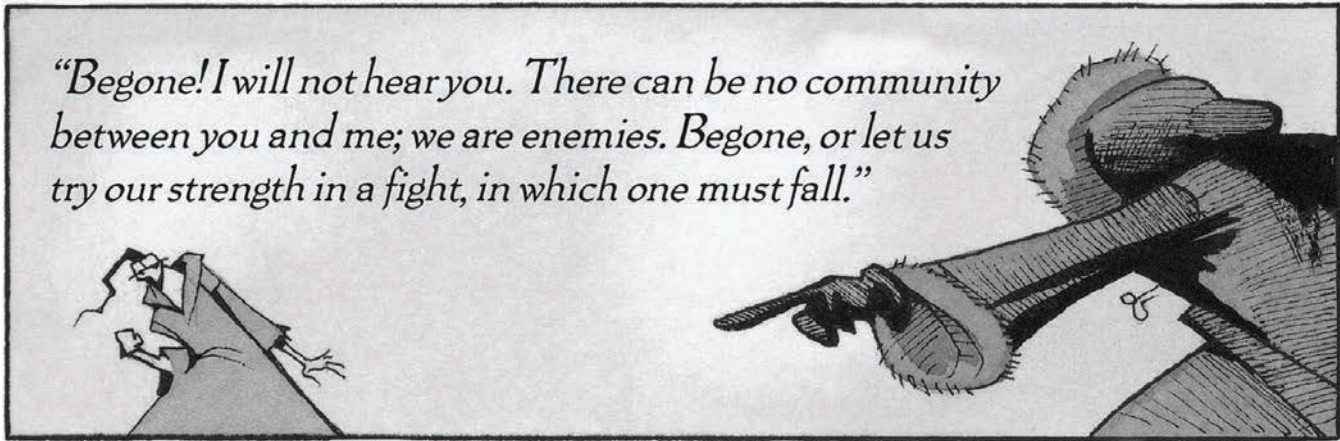


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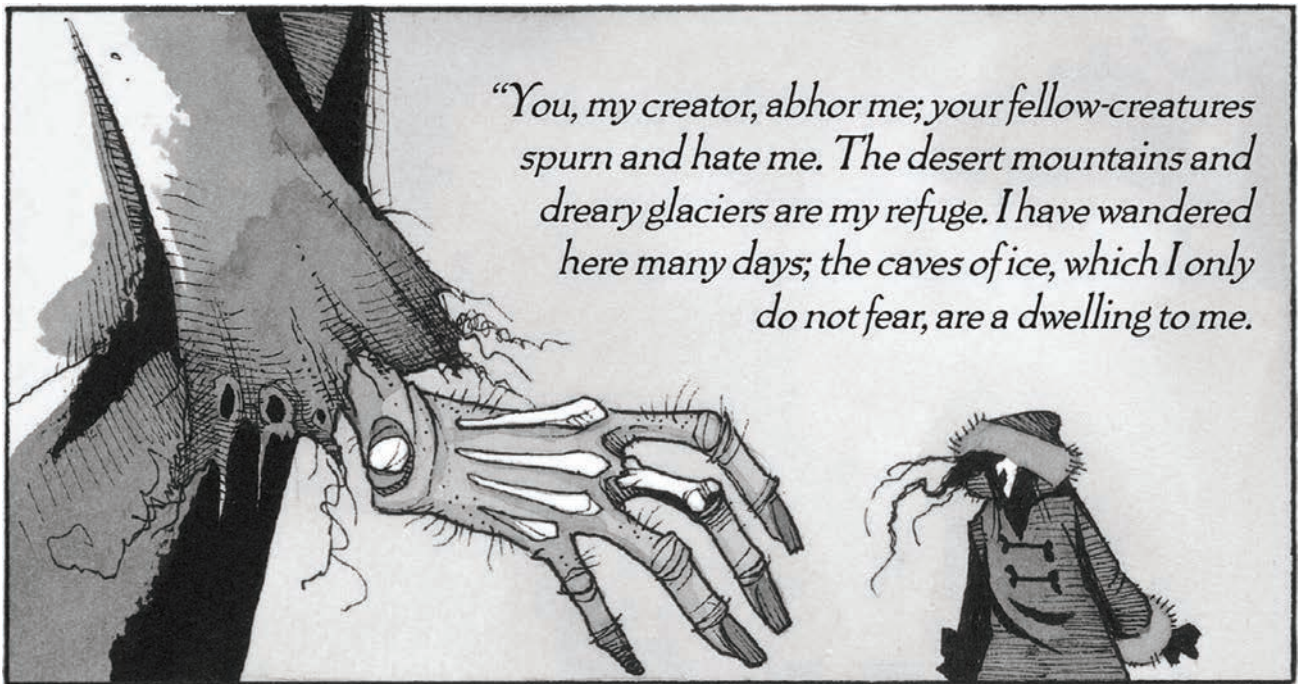
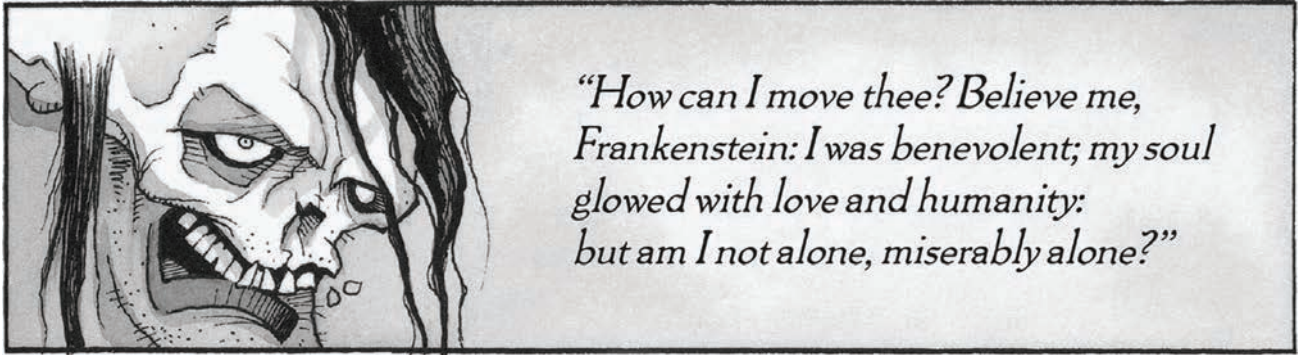
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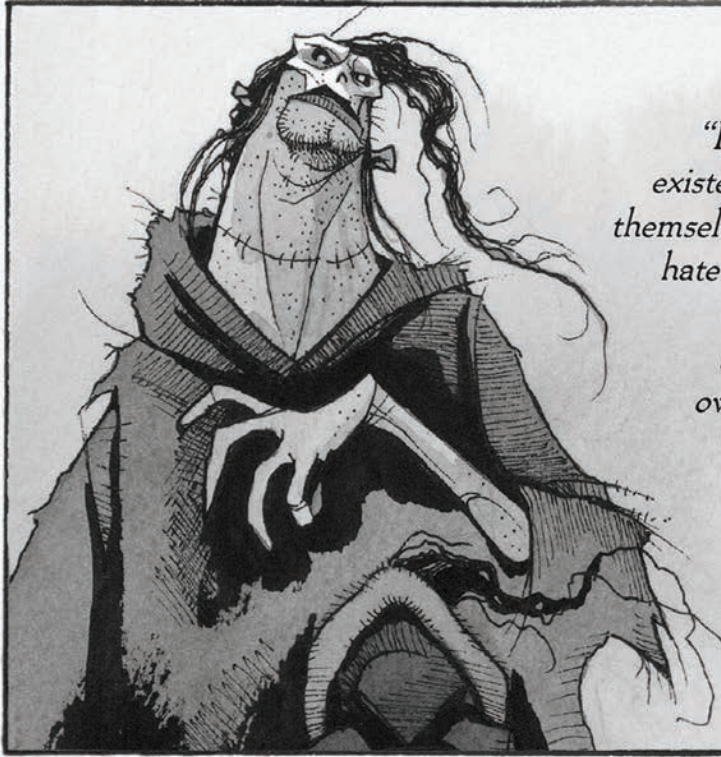


LESSON 5 Close Read





LESSON 5 Close Read



*“If the multitude of mankind knew of my existence, they would do as you do, and arm themselves for my destruction. Shall I not then hate them who abhor me? Listen to my tale.*

*The guilty are allowed, by human laws, bloody as they may be, to speak in their own defence before they are condemned.*

*Listen to me, Frankenstein.*

*You accuse me of murder; and yet you would, with a satisfied conscience, destroy your own creature. I ask you not to spare me: listen to me; and then, if you can, and if you will, destroy the work of your hands.”*

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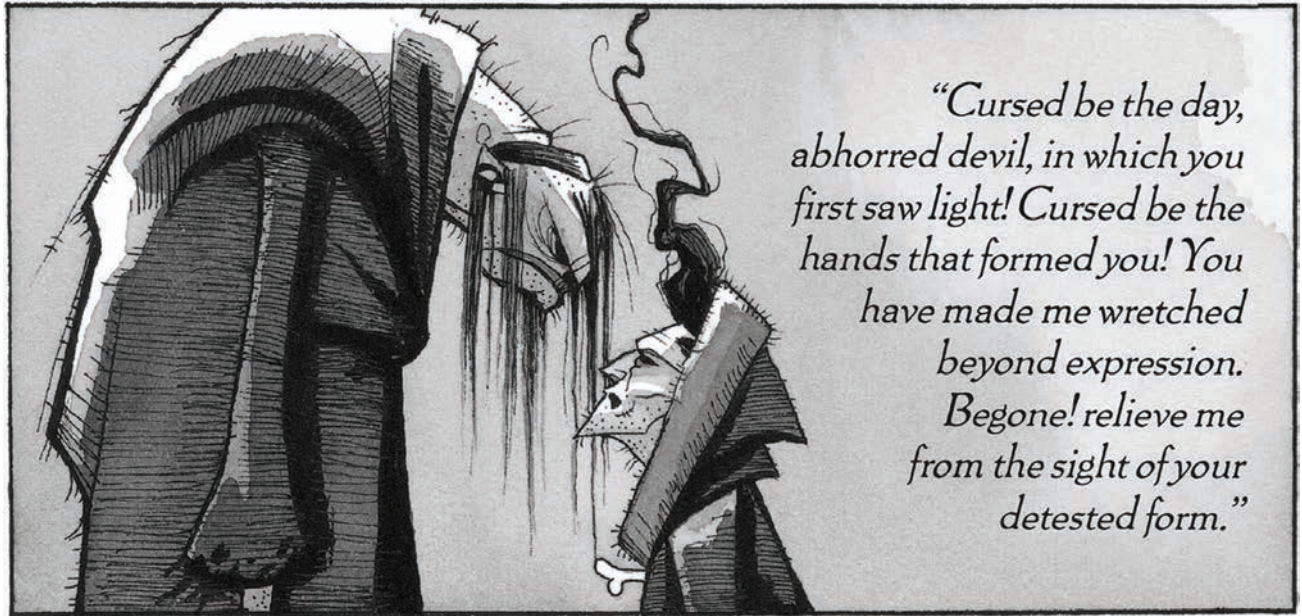
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LESSON 5 Close Read

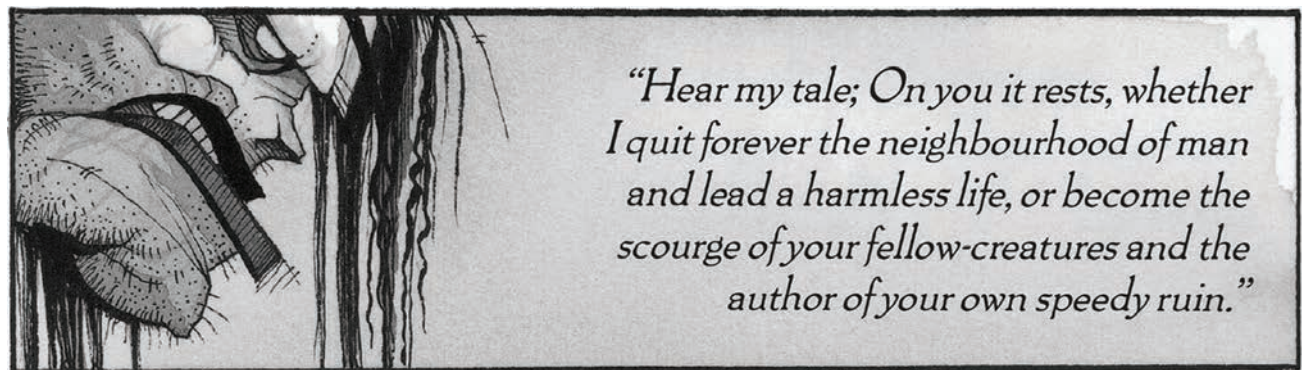


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## Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly

### LESSON 5 Close Read

Review your paraphrases to check that they make sense when read together and that they capture the overall meaning of the original conversation.

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

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3. Assess how the dialogue you chose might propel the action in the story or provoke a decision by one of the characters.

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### LESSON 5 Writing Prompt

Put a check mark next to the sentence if...

- you think Victor is going to agree to hear the creature's story.
- you think Victor will refuse to hear the creature's story.
- you think Victor feels badly for abandoning the creature.
- you think Victor still despises the creature.
- you think Victor feels sorry for the creature.
- you think Victor feels he is responsible for what happens to the creature.





## **LESSON 6 OVERVIEW**

It's been two years since Victor abandoned his creature. You may be surprised to learn what he's been up to in the meantime.

### **Prep**

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 5 Solo.

## **LESSON 6 Review Solo**

Reference the Solo you completed for Lesson 5.

1. What kinds of things would someone have gone through to decide that "all men hate the wretched" (82)?

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2. The creature is only two years old at the time he utters this phrase. Do you think you would have made this kind of statement at age two? Why or why not?

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**LESSON 6** Working with the Text

Read *Gris Grimly's Frankenstein* Volume II, Chapter 3, pages 84–87.

1. Compare pages 84 and 85 to pages 86 and 87. In what ways do pages 86 and 87 look different from the pages you've read so far?

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2. In this chapter, you're going to start learning about the creature's story. Why do you think his tale is illustrated in this way?

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Close read each image of *Gris Grimly's Frankenstein* Volume II, Chapter 3, pages 86–94. Make sure you understand what's happening in the pictures.

3. Choose two illustrations that stood out to you. Describe in detail what you notice in each illustration.

**Illustration 1:** \_\_\_\_\_

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**Illustration 2:** \_\_\_\_\_

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LESSON 6 Close Read 1

Reference *Gris Grimly's Frankenstein* Volume II, Chapter 3, pages 86–94.

1. You're going to write captions for each of the following pages, narrating the page from the creature's point of view. The first caption has been completed for you as a guide.

As you write your captions, keep these guidelines in mind:

- Use first person narration, which means you'll write "I saw something" or "I did something" instead of "He saw something" or "He did something."
- To fully convey the creature's point of view, describe how he feels about everything he sees and does.
- Try to adapt your language to text, keeping in mind how the creature usually speaks, what kinds of words he uses, and how he usually describes things and explains himself.



I awoke with a shock and stumbled through your chambers until I made my way outside. The air felt strange on my skin and the sun burned my eyes. Alone and scared, I made my way down the street.

LESSON 6 Close Read 1



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LESSON 6 Close Read 1



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LESSON 6 Close Read 1



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LESSON 6 Close Read 1



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LESSON 6 Close Read 1



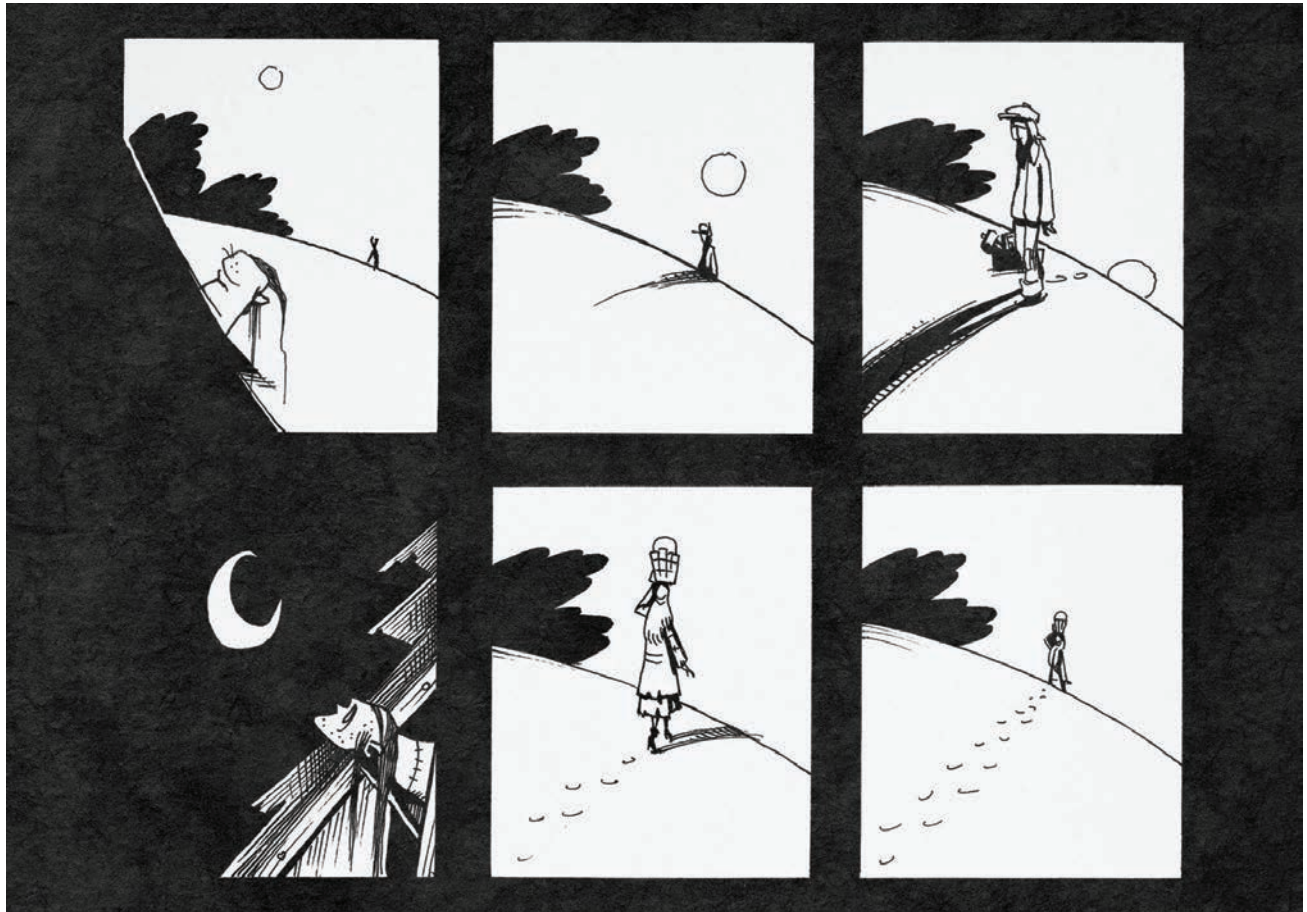
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LESSON 6 Close Read 1

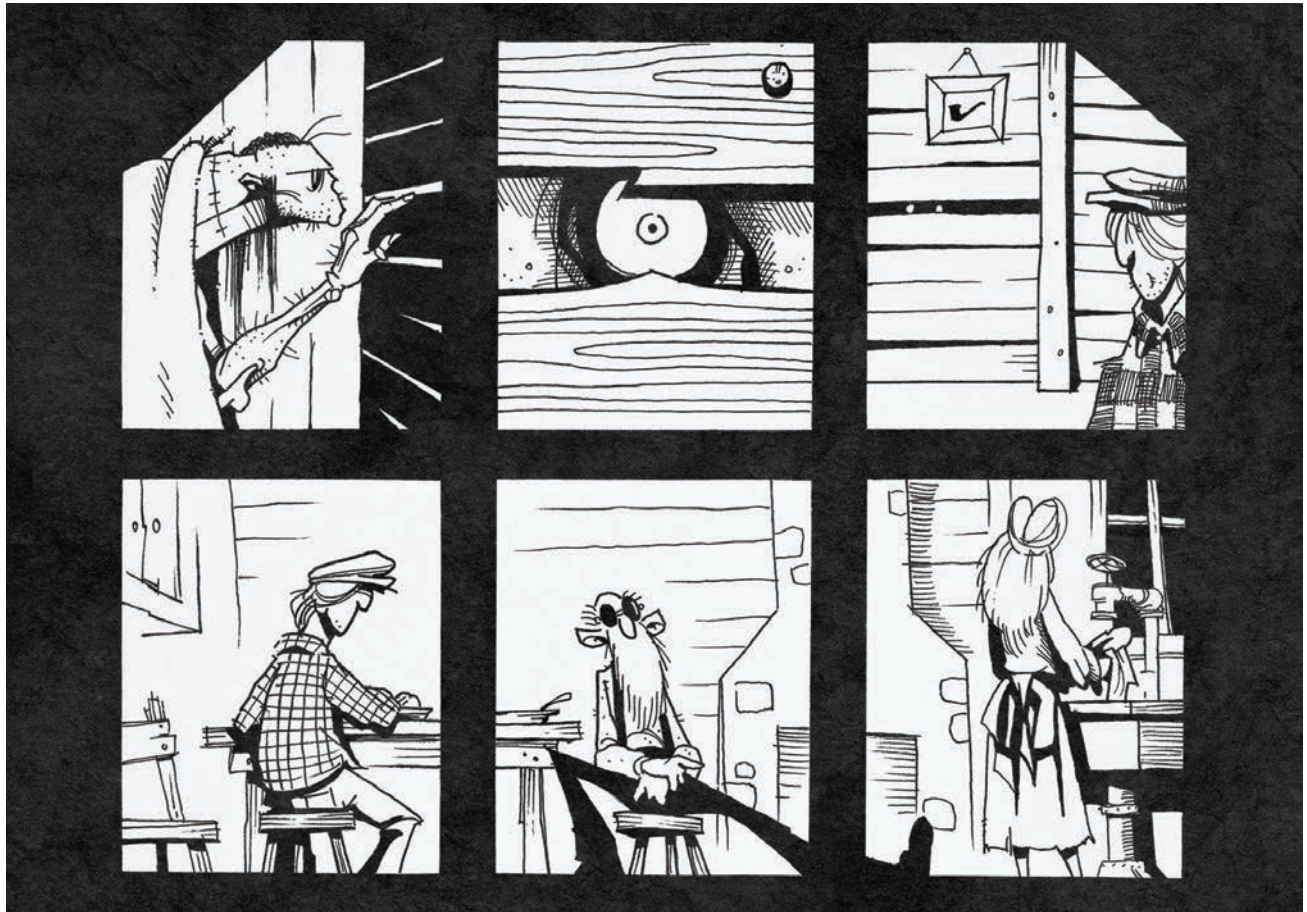


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LESSON 6 Close Read 1



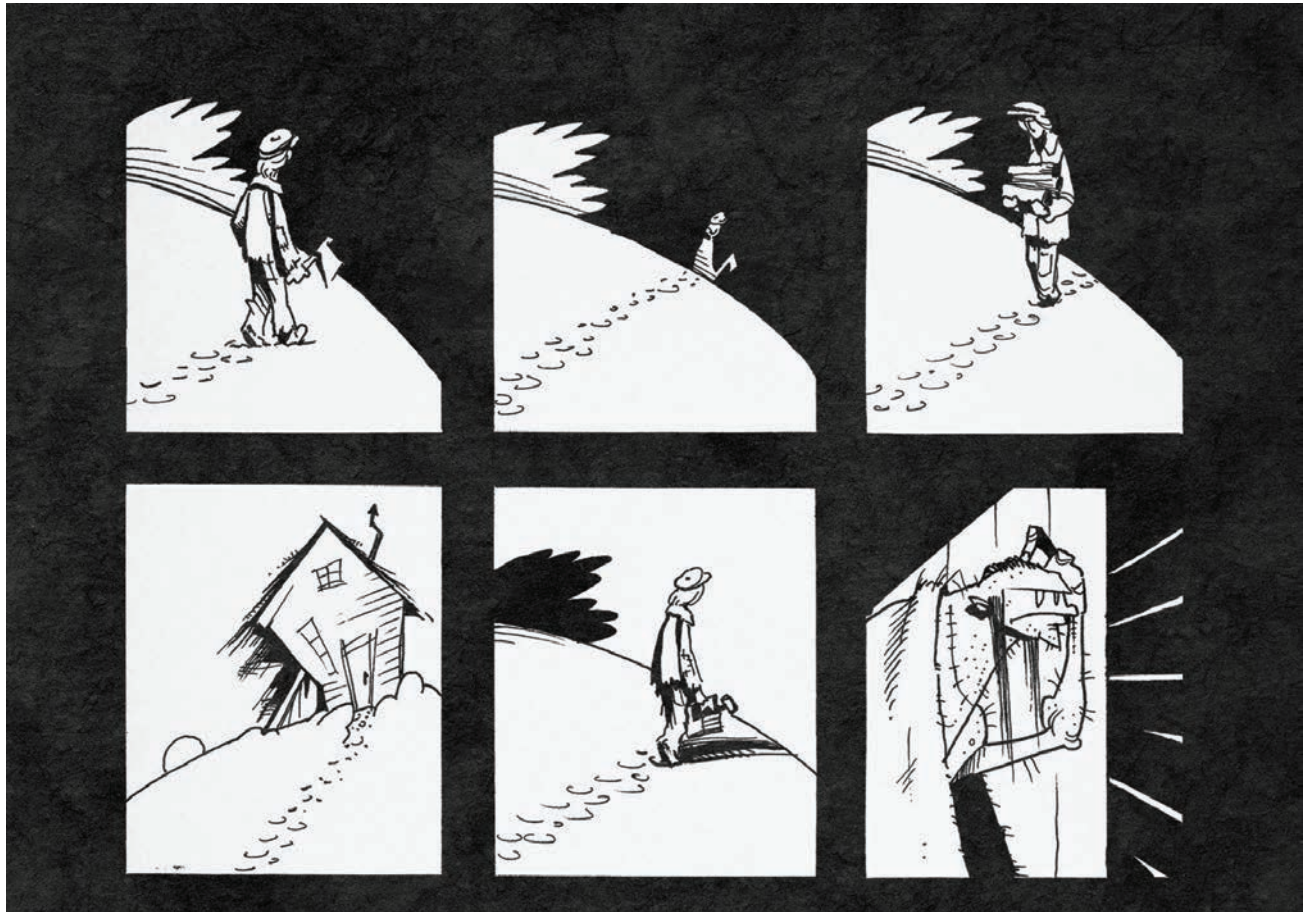
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LESSON 6 Close Read 1



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## Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly

### LESSON 6 Working with the Text

Close read each image from *Gris Grimly's Frankenstein* Volume II, Chapter 4, pages 95–100.

Choose two illustrations that stood out to you. Describe in detail what you notice in each illustration.

**Illustration 1:** \_\_\_\_\_

\_\_\_\_\_

**Illustration 2:** \_\_\_\_\_

\_\_\_\_\_

### LESSON 6 Close Read 2

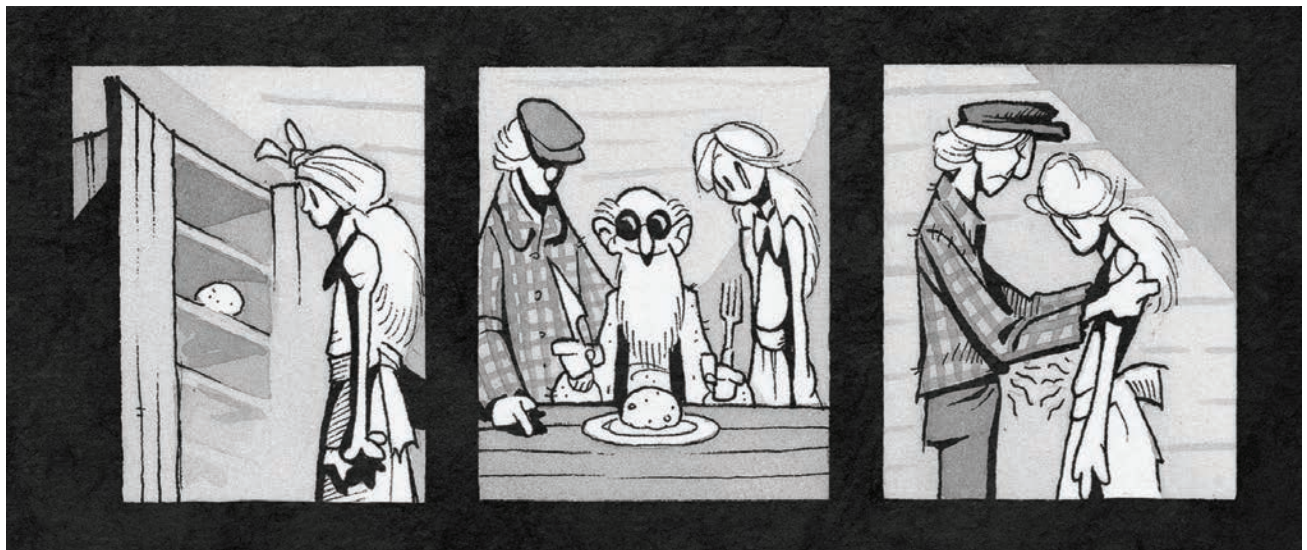
Now you're going to see how well you understood what you read in Volume II, Chapter 4.

The following pages contain images from Volume II, Chapter 4, and the bank below contains quotes from Volume II, Chapter 4 of the 1818 edition of Mary Shelley's *Frankenstein*.

1. For each of the images on the following pages, choose the quote from the bank that would be the *best* caption for the image. Write the letter of the quote on the line below each image.

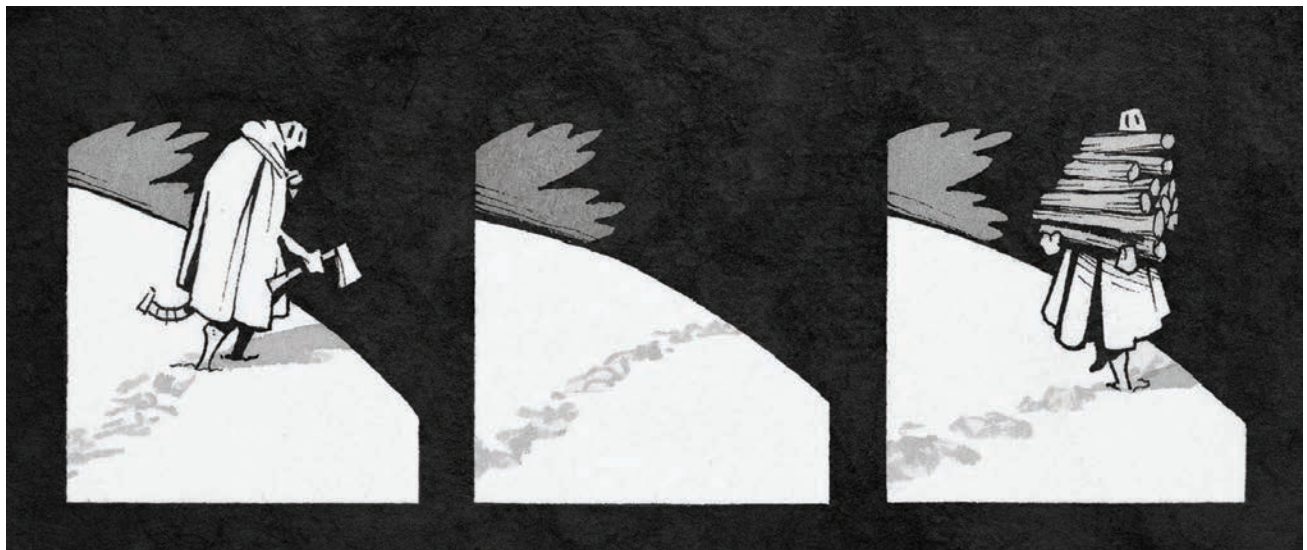
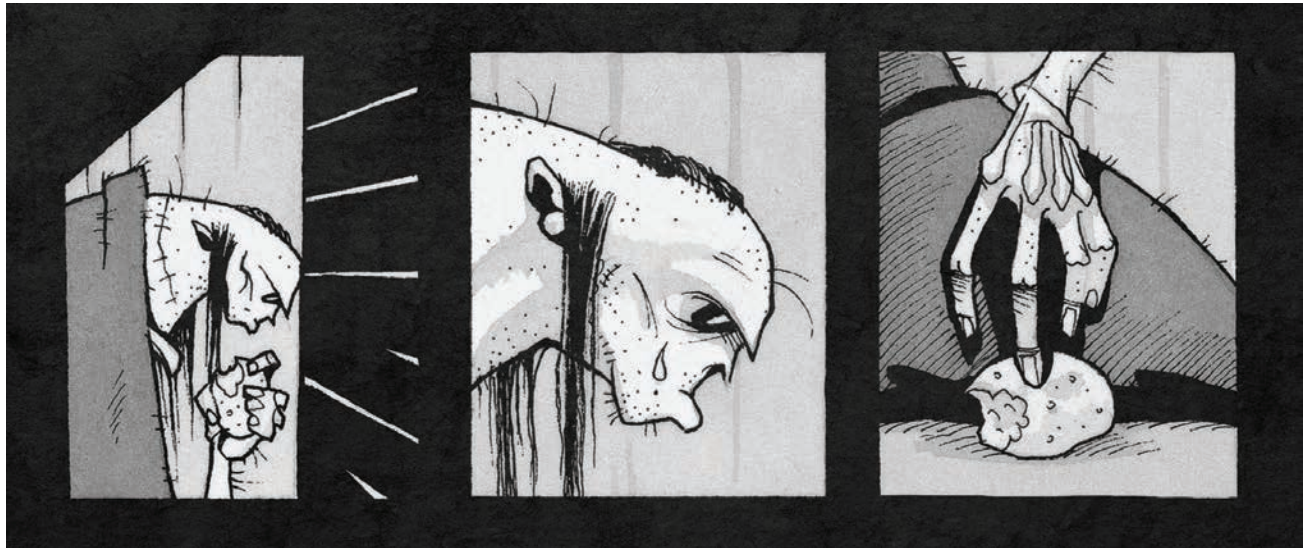
- A. "I found that these people possessed a method of communicating their experience and feelings to one another by articulate sounds. I perceived that the words they spoke sometimes produced pleasure or pain, smiles or sadness, in the minds and countenances of the hearers. This was indeed a godlike science, and I ardently desired to become acquainted with it." (5)
- B. "I discovered also another means through which I was enabled to assist their labours. I found that the youth spent a great part of each day in collecting wood for the family fire, and during the night I often took his tools, the use of which I quickly discovered, and brought home firing sufficient for the consumption of several days." (4)
- C. "A considerable period elapsed before I discovered one of the causes of the uneasiness of this amiable family: it was poverty. They often, I believe, suffered the pangs of hunger very poignantly, especially the two younger cottagers, for several times they placed food before the old man when they reserved none for themselves." (2)
- D. "This trait of kindness moved me sensibly. I had been accustomed, during the night, to steal a part of their store for my own consumption, but when I found that in doing this I inflicted pain on the cottagers, I abstained and satisfied myself with berries, nuts, and roots which I gathered from a neighbouring wood." (3)
- E. "The old man, whom I soon perceived to be blind, employed his leisure hours on his instrument or in contemplation. Nothing could exceed the love and respect which the younger cottagers exhibited towards their venerable companion." (1)

LESSON 6 Close Read 2





LESSON 6 Close Read 2



LESSON 6 Close Read 2



**LESSON 6** Close Read 2

The creature's story as told by Shelley in her novel is quite different from how it is portrayed by Grimly in his graphic novel. This is because they structure their texts so differently.

- 2. Do you think you learned more about the creature from Grimly's illustrations, from Shelley's language, or from both together?

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- 3. What did you learn from Grimly's illustrations that the original text did not portray?

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- 4. What did you learn from the text that is not in the illustrations?

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- 5. Which version of the story is more effective at providing important details?

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## Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly

### LESSON 7 OVERVIEW

Stay tuned as the creature continues his story. He'll clear up some of the questions Victor's been wondering about.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 6 Solo.

### LESSON 7 Review Solo

Reference *Frankenstein, 1818 Edition* Volume II, Chapter 7.

1. How did the creature feel when he read Frankenstein's papers? Why do you think he felt this way?

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LESSON 7 Working with the Text

Read *Gris Grimly's Frankenstein* Volume II, Chapter 5, pages 101–108.

1. Choose one illustration that stood out to you. Describe in detail what you notice in that illustration.

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2. What do you notice about the conversation between the creature and the old man?

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3. Why does Felix attack the creature?

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4. How sympathetic do you feel toward the creature after reading Volume II, Chapter 5? Circle your choice.

- a. Very sympathetic
- b. A little sympathetic
- c. Sympathetic and antipathetic
- d. A little antipathetic
- e. Very antipathetic

5. Why do you feel this way? Select a specific moment in Volume II, Chapter 5, and explain why it supports your response to question 4. Include evidence from the chapter by either writing a direct quote from the graphic novel or by describing a specific image or images.

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LESSON 7 Working with the Text

Read *Gris Grimly's Frankenstein* Volume II, Chapter 6, pages 109–113 and look at just the images on page 114 (you'll read the text later).

6. Describe what is happening in the pictures on page 109.

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7. Read the text at the top of page 109. What does the creature mean?

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8. Compare the creature's smile at the bottom of page 109 with his smile at the top of page 104. What is the difference between these smiles?

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9. On page 114, who is the sleeping girl?

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10. How sympathetic do you feel toward the creature after reading Volume II, Chapter 6? Circle your choice.

- a. Very sympathetic
- b. A little sympathetic
- c. Sympathetic and antipathetic
- d. A little antipathetic
- e. Very antipathetic

11. Why do you feel this way? Select a specific moment in Volume II, Chapter 6, and explain why it supports your response to question 10. Include evidence from the chapter by either writing a direct quote from the graphic novel or by describing a specific image or images.

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LESSON 7 Close Read

Reference *Gris Grimly's Frankenstein*, Volume II, Chapters 5 and 6.

1. Write a summary explaining the interactions the creature has had with other characters in Volume II, Chapters 5 and 6.

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

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3. Throughout the story, readers gain a deeper understanding of the creature's point of view than most of the other characters do. What effect is created by the difference between the readers' and the characters' understanding of the creature? Circle your choice.
  - a. This difference in point of view creates a sense of confusion because it is unclear to readers why the other characters do not understand the creature's feelings.
  - b. This difference in point of view creates a sense of sympathy for the creature because readers see how misunderstood he is by the other characters.
  - c. This difference in point of view creates humor because the creature is always looking for something that he cannot have: to be understood.
  - d. This difference in point of view creates tension because the readers expect the characters to act differently around the creature than they do.



## Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly

### LESSON 8 OVERVIEW

The creature has a pretty big favor to ask of his creator. Should Victor do what the creature asks?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 7 Solo.

### LESSON 8 Working with the Text

Read *Gris Grimly's Frankenstein* Volume II, Chapter 6, page 114.

1. What does the creature ask Victor to do?

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Today you will read Chapter 7 of Volume II. As you read, look for reasons why Victor should comply with the creature's request and reasons why he shouldn't.

Read *Gris Grimly's Frankenstein* Volume II, Chapter 7, pages 115–119.

2. What does the creature say to Victor? Draw a line connecting each paraphrase on the right to the question it answers on the left.

What does the creature demand?

She and I will go far, far away and never bother you again.

What argument does the creature make to justify this demand?

I need you to create a female creature for me.

What does the creature offer in exchange?

If I just had someone to love, I probably wouldn't be violent anymore.

3. Given everything you know about the situation, what would you advise Victor to do?

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## LESSON 8 Argumentative Writing

Today you will argue whether or not Victor should create a partner for the creature. You can refer to *Gris Grimly's Frankenstein* Volume II, Chapter 7 as well as any earlier passages in the book.

1. Circle which side you would like to argue. (If your teacher assigned you to a side, circle that one.)
  - a. Yes—he should create a mate for the creature.
  - b. No—he should not create a mate for the creature.
2. Brainstorm two or three reasons supporting **your side**.

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3. Brainstorm two or three reasons supporting **the other side**.

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You are going to craft an opening argument, rebuttals, and a closing statement.

### Opening Argument

Develop one reason to support your side. Explain your argument clearly and include evidence from the book. You may choose to use these sentence starters to help you get started.

Introduction of argument:

- I believe that \_\_\_\_\_.
- I strongly feel that \_\_\_\_\_.

Evidence:

- For instance \_\_\_\_\_.
- An example is \_\_\_\_\_.
- According to the text \_\_\_\_\_.

LESSON 8 Argumentative Writing

4. Write your opening statement on the lines below.

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**Rebuttals**

Think of one or two points the other side could argue, and develop counterarguments for each one. Explain your counterarguments clearly, and include evidence from the book.

You may choose to use these sentence starters to help you get started.

Introduction of rebuttals:

- Some people may argue that \_\_\_\_\_.
- A common counterpoint is \_\_\_\_\_.

Evidence:

- For instance \_\_\_\_\_.
- An example is \_\_\_\_\_.

Counterargument:

- This is an understandable concern, however \_\_\_\_\_.
- This argument is wrong because \_\_\_\_\_.





LESSON 8 Argumentative Writing

6. Write your closing statement on the lines below.

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When you're finished, share your opening argument, rebuttals, and closing statement with a classmate over the phone—your teacher may even instruct you to debate with a classmate who has argued the opposite side! If you're unable to share with a classmate, read your writing to a friend, family member, or caregiver.

If you're able to listen to a classmate's argument, consider the following questions as they present. (If not, skip ahead to question 7.)

- Is their evidence directly connected to the issue?
- Is their evidence factual or an opinion?
- Is their evidence accurate?
- Does their evidence represent the whole issue, or just part of it?
- Is the source of their evidence reliable?
- Which points in their argument are the strongest?
- Which points in their argument are the weakest?
- What evidence most persuaded you?

7. Which part of your argument was the strongest? Circle your choice.

- a. Opening argument
- b. Rebuttals
- c. Closing statement

8. What makes you think so?

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## **LESSON 9 OVERVIEW**

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

### **Prep**

Before you begin this lesson:

- 1.** Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
- 2.** Review the Close Reading Practice guidelines.
- 3.** Complete the Sub-Unit 1, Lesson 8 Solo.

## **LESSON 9 Flex Day**

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

## Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly

### LESSON 10 OVERVIEW

The creature's only chance for happiness lies with Victor. Will Frankenstein make good on his promise?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 9 Solo.

### LESSON 10 Review Solo

Reference *Gris Grimly's Frankenstein* Volume III, Chapter 1, pages 122–129.

1. Why does Victor need to travel to England?

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2. Who is Victor going to travel with?

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3. What event will take place once the travelers return?

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LESSON 10 Working with the Text

When they get to England, Victor focuses on collecting the information he needs to complete his project.

After a while, Victor worries that he has put off his task for too long, so he tells Henry that he needs to be alone for a month or two. He rents a boat and travels alone to a small island off the coast of Scotland.

Read *Gris Grimly's Frankenstein* Volume III, Chapter 2, pages 134 and 135.

1. Was Victor able to make a lot of progress in creating the female creature?

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2. Based on this passage, how does Victor feel about the task he has promised to complete? How can you tell?

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Similar to the argument you made in the previous lesson, Victor has an internal debate about whether or not he should make a mate for the creature.

Read *Gris Grimly's Frankenstein* Volume III, Chapter 2, pages 136–139.

3. In this passage, what does Victor decide to do?

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4. Reread the passage, looking for the reasons Victor gives for why he makes this decision. How many reasons can you find? List them below.

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5. How committed is Victor to his decision? How do you know?

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LESSON 10 Writing Prompt

Put a check mark next to the sentence if...

- you are surprised by Victor's decision.
- you think that Victor made a logical decision.
- you think that Victor made an emotional decision.

**Rules for Writing Prompts**

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Why does Victor destroy the mate he was creating right after seeing the creature's face in the window? Include evidence from the text, and be sure to explain what each piece of evidence shows. (You may also use evidence from the illustrations.)

**NOTE:** You can refer to images and text for evidence, but you cannot refer only to images. If you choose to refer to images as well as text, you must explain what the images show just as you must explain what the text shows.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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## LESSON 11 OVERVIEW

There's been a lot of bloodshed in this book, and things are only going to go from bad to worse. How will Victor respond?

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 10 Solo.

## LESSON 11 Working with the Text

In the last lesson, you saw Victor destroy the mate he was creating for the creature and you wrote about why Victor made this decision. Now you'll review the creature's reaction.

Read *Gris Grimly's Frankenstein* Volume III, Chapter 3, pages 139–142.

1. What vow does the creature make?

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Read *Gris Grimly's Frankenstein* Volume III, Chapter 3, pages 140–147.

Remember that the creature is eight feet tall and incredibly strong.

2. If he wanted to, the creature could easily have attacked Victor during this scene. Why didn't he?

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3. Reread paragraphs 9–12 in the passage. When the creature says "I shall be with you on your wedding-night" (10), what does Victor believe he is threatening to do? What do you believe he is threatening to do?

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LESSON 11 Working with the Text

Quickly skim *Gris Grimly's Frankenstein* Volume III, Chapter 3, pages 143–149.

- 4. Summarize what happens in this part of the story.

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Read *Gris Grimly's Frankenstein* Volume III, Chapter 4, pages 150–155.

- 5. What does Victor do with the remains of the female creature?

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- 6. What do the townspeople tell Victor when his boat lands on their shore?

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- 7. How do the townspeople react to Victor's arrival in their town?

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- 8. Who do you think is dead, and how do you think they died? What makes you think so?

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- 9. What does Victor mean by his “murderous machinations”?

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- 10. What does Victor mean when he says he was “doomed to live”?

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## LESSON 11 Working with the Text

11. What does the prisoner mean when he says that Victor has “a bad conscience”?

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12. On page 154, Victor says “some destiny of the most horrible kind hangs over me, and I must live to fulfill it” (28). What does he think is his destiny?

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## LESSON 11 Close Read

Reference *Gris Grimly's Frankenstein* Volume III, Chapter 4, pages 150–155.

1. At this point in the story, who is dead and who remains alive? Label each of the following as Dead or Alive:

- Henry \_\_\_\_\_
- Elizabeth \_\_\_\_\_
- Victor's father \_\_\_\_\_
- Justine \_\_\_\_\_
- William \_\_\_\_\_
- Victor \_\_\_\_\_
- The creature \_\_\_\_\_

So far, you've examined your levels of sympathy toward the creature at various points in the book. Now consider how sympathetic you feel toward Victor.

2. How much sympathy do you feel for Victor at this moment in the book? Find a quote that you can use to explain how you feel about Victor and write it here.

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**LESSON 11** Close Read

- 3. How does the evidence you chose make you feel toward Victor? Circle your choice.
  - a. Very sympathetic
  - b. A little sympathetic
  - c. Sympathetic and antipathetic
  - d. A little antipathetic
  - e. Very antipathetic

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

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\* 5. It seems clear at this point that Victor and the creature are enemies. If you were to pick sides in their struggle, whose team would you be on? Explain your answer.

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## Unit 8D, Sub-Unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly

### LESSON 12 OVERVIEW

The last time we saw the creature, he told Victor, "I will be with you on your wedding-night (142)." Victor failed to keep his promise to the creature—what will happen if the creature keeps his?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 11 Solo.

### LESSON 12 Working with the Text

Read *Gris Grimly's Frankenstein* Volume III, Chapter 6, pages 162–168.

1. What does Victor mean on page 165 when he says "the whole truth rushed into my mind"?

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2. What becomes of Victor after his father's death?

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**Dramatic irony** is when the audience knows or understands more than the characters do. Therefore, the words and actions mean something different to the audience than to the characters.

When Victor hears, "I will be with you on your wedding-night" and thinks that the creature is threatening to kill him rather than Elizabeth, this is an example of dramatic irony.

On page 142, the creature tells Victor "I go; but I shall be with you on your wedding-night," and Victor thinks, "In that hour I should die, and at once satisfy and extinguish his malice."

3. Explain how the passage from page 165 shows that there was dramatic irony on page 142.

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LESSON 12 Working with the Text

4. At what point did you realize that Elizabeth was likely the creature's real target? How did you feel about Victor's situation when you realized it?

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5. Who has died by the end of this passage? Circle your choice.

- a. Elizabeth
- b. Elizabeth and Victor's father
- c. Elizabeth, Victor's father, and a bridesmaid
- d. Elizabeth, Victor's father, and the creature

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

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Read *Gris Grimly's Frankenstein* Volume III, Chapter 7, pages 169–173.

7. What promise does Victor make on page 170?

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8. Who calls whom a "wretch" on page 171? How does this compare to when this term has been used previously?

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LESSON 12 Close Read

Reference *Gris Grimly's Frankenstein*.



1. Compare the images of Victor on page 173 with the images of the creature on page 88. What is similar about Victor and the creature in these moments?

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LESSON 12 Close Read

<p>"A fiend had snatched from me every hope of future happiness: no creature had ever been so miserable as I was" (167)</p>	<p>"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)</p>
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2. 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?

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<p>"Let the cursed and hellish monster drink deep of agony; let him feel the despair that now torments me" (170)</p>	<p>"Your hours will pass in dread and misery.... Beware; for I am fearless. You shall repent of the injuries you inflict" (141)</p>
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3. 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?

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LESSON 12 Writing Prompt

Put a check mark next to the sentence if...

- you can remember what Victor was like at the beginning of the book, before he created the creature.
- you think the creature had a big influence on Victor.
- you think the loss of his loved ones changed Victor.
- you can think of at least one way in which Victor changed over the course of the book.

**Rules for Writing Prompts**

- 1. Write for 10 minutes
- 2. Focus on one idea
- 3. Use and describe evidence to support your idea

What is a central idea about life or human nature that you think Mary Shelley is trying to communicate in *Frankenstein*? Write a statement of a theme in *Frankenstein* and explain how this theme develops over the course of the text.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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## LESSON 13 OVERVIEW

How do you say goodbye to someone you hate? How do you say goodbye to someone you love?

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 12 Solo.

## LESSON 13 Working with the Text

Walton is the captain of a ship that is sailing to the North Pole. His crew found and rescued Victor after he had an accident and lost the dogs that had been pulling his sled.

Walton is telling the story of his encounter with Victor Frankenstein in a letter to his sister.

Read *Gris Grimly's Frankenstein* Volume III, Chapter 7, page 188.

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? Circle your choice.

- a. He always knew that his ambitious project was dangerous and destructive.
  - b. He now realizes that his ambitious project was dangerous and destructive.
  - c. He originally thought his ambitious project was dangerous and destructive, but now he realizes it was actually reasonable.
2. What 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? Circle your choice.

- a. He never thought wanting to distinguish himself in science and discoveries was innocent.
- b. He used to think that wanting to distinguish himself in science and discoveries was innocent, but now he thinks otherwise.
- c. He used to think that wanting to distinguish himself in science and discoveries was innocent, and now he knows that he was right.

LESSON 13 Working with the Text

4. What advice does he give Walton and why?

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After Victor dies, Walton goes out onto the deck of the ship. He hears something coming from below and rushes back to find the creature cradling the body of Victor Frankenstein. The creature speaks.

Read *Gris Grimly's Frankenstein* Volume III, Chapter 7, pages 189–193.

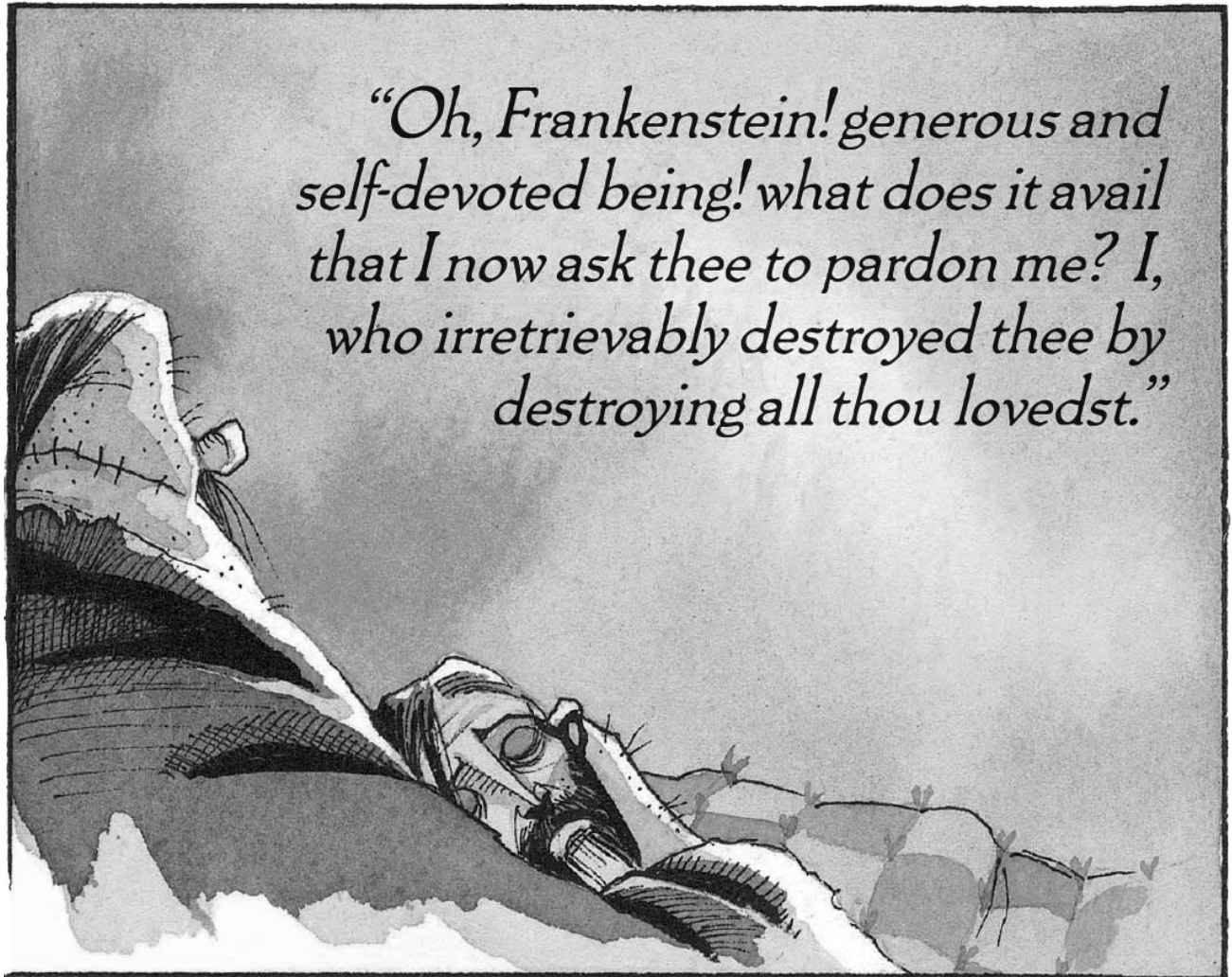
5. What does the creature plan to do with Victor's body?

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LESSON 13 Close Read

Paraphrase the original text in each image into more everyday language, without changing the meaning of the original text.



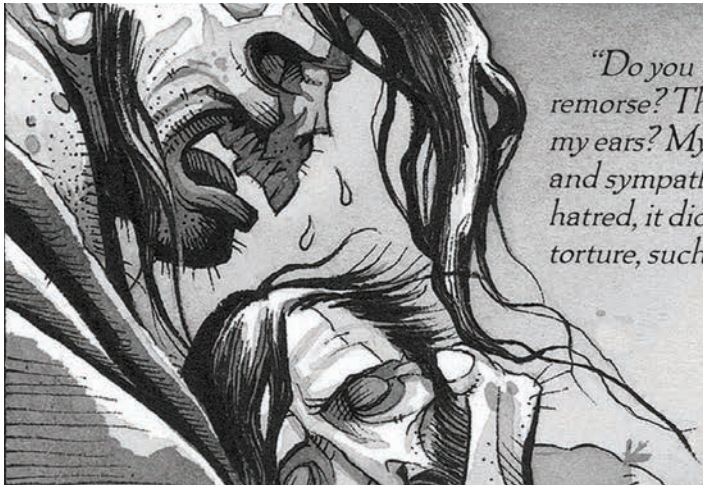
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LESSON 13 Close Read



*“Do you think that I was then dead to agony and remorse? Think ye that the groans of Clerval were music to my ears? My heart was fashioned to be susceptible of love and sympathy; and, when wrenched by misery to vice and hatred, it did not endure the violence of the change without torture, such as you cannot even imagine.*”



*“I pitied Frankenstein; my pity amounted to horror: I abhorred myself. But when I discovered that he, the author of my existence, sought his own enjoyment in feelings and passions from the indulgence of which I was for ever barred, then impotent envy and bitter indignation filled me with an insatiable thirst for vengeance.*”



LESSON 13 Close Read

*“Once I falsely hoped to meet with beings, who, pardoning my outward form, would love me for the excellent qualities which I was capable of bringing forth. But now vice has degraded me beneath the meanest animal. The fallen angel becomes a malignant devil. Yet even that enemy of God and man had friends and associates in his desolation; I am quite alone.”*



LESSON 13 Close Read

*“It is true that I am a wretch. I have murdered the lovely and the helpless; I have strangled the innocent as they slept, and grasped to death his throat who never injured me or any other living thing. I have devoted my creator to misery; I have pursued him even to that irremediable ruin. Here he lies, white and cold in death. I look on the hands which executed the deed; I think on the heart in which the imagination of it was conceived. Fear not that I shall be the instrument of future mischief. My work is nearly complete.”*



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# LESSON 13 Writing Prompt

Put a check mark next to the sentence if...

- you were surprised by any of the creature's final words.
- you think the creature learned things from watching and interacting with the impoverished family.
- you think the creature learned from the books he read.
- you think the creature learned from watching Victor.
- you think the creature learned from speaking with Victor.
- you think the creature's actions at the end reflect what he has experienced.
- you think the creature's actions at the end disregard what he has experienced.

**Rules for Writing Prompts**

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

What has the creature learned from his experiences among men?

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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## LESSON 14 OVERVIEW

Now that you've finished reading the book, consider this question: Which of the two main characters deserves more sympathy?

### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 13 Solo.

## LESSON 14 Working with the Text

After reading the Prometheus myth in your Lesson 13 Solo, you may have noticed some similarities and differences between Prometheus and Victor.

1. Compare Victor and Prometheus by completing the chart below, putting a check mark in the appropriate column for each phrase listed on the left.

	Victor	Prometheus
Stole knowledge from the gods and gave it to humans		
Tried to unlock the secrets of life and death		
Seemed to have a mostly positive impact		
Seemed to have a mostly negative impact		
Chained to a rock and tortured for years		
Lost his family and friends one by one		

2. At the end of his story, do you feel sympathy for Prometheus? Why or why not?

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LESSON 14 Working with the Text

3. Do you think Shelley wants you to feel sympathy for Victor? Why or why not?

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LESSON 14 Argumentative Writing

Today you will prepare an argument about who deserves more sympathy: Victor or his creature.

1. Circle which side you would like to argue. (If your teacher assigned you to a side, circle that one.)
  - a. Victor
  - b. The creature

2. Brainstorm two or three reasons supporting **your side**.

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3. Brainstorm two or three reasons supporting **the other side**.

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**LESSON 14** Argumentative Writing

You are going to craft an opening argument, rebuttals, and a closing statement.

**Opening Argument**

Develop one reason to support your side. Explain your argument clearly and include evidence from the book. You may choose to use these sentence starters to help you get started.

Introduction of argument:

- I believe that \_\_\_\_\_.
- I strongly feel that \_\_\_\_\_.

Evidence:

- For instance \_\_\_\_\_.
- An example is \_\_\_\_\_.
- According to the text \_\_\_\_\_.

4. Write your opening statement on the lines below.

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## LESSON 14 Argumentative Writing

### Closing Statement

Develop one reason to support your side. Explain your argument clearly and include evidence from the book. You may choose to use these sentence starters to help you get started.

Introduction of closing statement:

- In conclusion, I believe that \_\_\_\_\_.
- With regard to this issue, it is clear that \_\_\_\_\_.

Evidence:

- For instance \_\_\_\_\_.
- An example is \_\_\_\_\_.
- According to the text \_\_\_\_\_.

6. Write your closing statement on the lines below.

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When you're finished, share your opening argument, rebuttals, and closing statement with a classmate over the phone—your teacher may even instruct you to debate with a classmate who has argued the opposite side! If you're unable to share with a classmate, read your writing to a friend, family member, or caregiver.

If you're able to listen to a classmate's argument, consider the following questions as they present. (If not, skip ahead to question 7.)

- Which points in their argument are the strongest?
- Which points in their argument are the weakest?
- What evidence most persuaded you?



## LESSON 14 Argumentative Writing

7. Which part of your argument was the strongest? Circle your choice.
  - a. Opening argument
  - b. Rebuttals
  - c. Closing statement
8. What makes you think so?

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## LESSON 14 Wrap-Up

Review the conversation between the creature and the old man in *Gris Grimly's Frankenstein* Volume II, Chapter 5, pages 105 and 106.

1. Now that you've finished reading the whole story, do you think it better supports the old man's belief that: (Circle your choice)
  - a. "the hearts of men are full of brotherly love and charity" (105).
  - b. "fatal prejudice clouds [people's] eyes" (106).
2. Explain your answer.

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## **LESSON 15 OVERVIEW**

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

### **Prep**

Before you begin this lesson:

- 1.** Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
- 2.** Review the Close Reading Practice guidelines.
- 3.** Complete the Sub-Unit 1, Lesson 14 Solo.

## **LESSON 15 Flex Day**

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.



Unit 8D, Sub-Unit 2



## Write an Essay

Is Frankenstein's creature human? The question might sound simple, but there are many ways to define what it means to be "human," and different parts of the book suggest different answers. You'll explore three ways of solving this riddle and ultimately draw your own conclusions.



# ESSAY LESSONS: OVERVIEW

## Calendar of Essay Lessons

What you'll be doing to write your essay:

<p><b>Lesson 1</b></p>	<p><b>Step 1: Gather evidence:</b> Identify quotes from the text that either support or refute the creature's humanity.</p> <p><b>Step 2: Outline your essay:</b> Describe and explain evidence for your first, second, and third paragraphs.</p>
<p><b>Lesson 2</b></p>	<p><b>Step 3: Draft a claim for paragraph 1:</b> Summarize the argument you will make in paragraph 1.</p> <p><b>Step 4: Draft paragraph 1:</b> Describe and explain two pieces of evidence to support the claim you're making in paragraph 1.</p>
<p><b>Lesson 3</b></p>	<p><b>Step 5: Draft a claim for paragraph 2:</b> Summarize the argument you will make in paragraph 2.</p> <p><b>Step 6: Draft paragraph 2:</b> Describe and explain two pieces of evidence to support the claim you're making in paragraph 2.</p>
<p><b>Lesson 4</b></p>	<p><b>Step 7: Identify a counterargument:</b> Describe and explain the counterargument that you will rebut in paragraph 3.</p> <p><b>Step 8: Draft paragraph 3:</b> Describe and explain evidence for your rebuttal to the counterargument.</p>
<p><b>Lesson 5</b></p>	<p><b>Step 9: Revise transitions:</b> Reread your paragraphs and add transitions to improve flow.</p> <p><b>Step 10: Edit your essay:</b> Edit your essay, including correct citation and punctuation of direct quotes.</p> <p><b>Step 11: Write final copy:</b> Rewrite your essay to create a final copy.</p>

**Essay Prompt:**  
Is Frankenstein's creature human?

## Unit 8D, Sub-Unit 2: Write an Essay

### LESSON 1 OVERVIEW

Victor calls his creature a “monster,” but do you agree with that characterization? Create an outline for an essay where you argue whether the creature can be considered human.

#### Prep

Before you begin this lesson:

- Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson

### LESSON 1 The Creature’s Humanity

Over the next few lessons, you will write a three-paragraph argumentative essay responding to this prompt: Is Frankenstein's creature human?

Readers have answered this question in all sorts of ways. Some readers feel that the creature has feelings and reactions that are only shared by humans. Other readers say that the creature cannot be human, since it was created unnaturally.

Think back on everything the creature does and says and, also, on how other human beings act toward and think about the creature. What are your thoughts about the creature's humanity? Reflect on these thoughts, then complete the chart on the next page.

1. Do you consider Frankenstein's creature to be human? Why or why not? In the chart below, write down observations that make you think the creature is human and observations that make you think he is not. The first row has been completed for you. (You do not need to include specific quotes from the text at this point in the process.)

Yes	No
He has feelings.	He was created unnaturally.

You will argue "yes" or "no" in your first paragraph and develop one reason using evidence for your position; then you will develop a second reason using evidence for your position in your second paragraph; in your third paragraph, you will outline one counterargument to your position and then rebut that counterargument.

Today, you are brainstorming arguments, looking at different pieces of evidence, and making an outline of your position, reasons, and evidence for your essay.



## LESSON 1 Gather Evidence

Review the Elements of Your Response to Text Essay below, which you'll notice do not follow the essay structure of other sub-units.

### Elements of Your Response to Text Essay

You will develop this essay in three paragraphs:

#### Paragraph 1

State and develop one reason for your claim, including evidence and analysis of that evidence.

#### Paragraph 2

State and develop a second reason for your claim, including evidence and analysis of that evidence.

#### Paragraph 3

Identify and address one possible counterargument to your position.

### Step 1: Gather evidence

In the chart below, read each quotation from the text with an open mind; it might “show” that the creature is human or not human.

Then, answer this question: Does the quote support the idea that the creature is human? Mark your answer in the corresponding “Yes” or “No” column with a check mark.

**NOTE:** You will have the option to use any of these quotes as evidence when you outline and develop your essay, or you may find your own quotes in the graphic novel.

Does this quote support the idea that the creature is human?	Yes	No
<p><b>A)</b> Before creating the creature, Victor states, “But my imagination was too much exalted by my first success to permit me to doubt of my ability to give life to an animal as complex and wonderful as man. The materials at present within my command hardly appeared adequate to so arduous an undertaking; but I doubted not that I should ultimately succeed. It was with these feelings that I began the creation of a human being” (Grimly 36).</p>		
<p><b>B)</b> Shortly after bringing the creature to life, Victor states, “I beheld the wretch—the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he uttered some inarticulate sounds. I took refuge in the court-yard belonging to the house which I inhabited; where I remained during the rest of the night, walking up and down in the greatest agitation, listening attentively, catching and fearing each sound as if it were to announce the approach of the demoniacal corpse to which I had so miserably given life” (Grimly 44–45).</p>		

## Unit 8D, Sub-Unit 2: Write an Essay

### LESSON 1 Gather Evidence

Does this quote support the idea that the creature is human?	Yes	No
<p><b>C)</b> Shortly after learning that William was murdered, Victor states, “I considered the being whom I had cast among mankind, and endowed with the will and power to effect purposes of horror, and forced to destroy all that was dear to me” (Grimly 60).</p>		
<p><b>D)</b> In his first conversation with Victor, the creature says, “How can I move thee? Believe me, Frankenstein: I was benevolent; my soul glowed with love and humanity: but am I not alone, miserably alone?” (Grimly 83).</p>		
<p><b>E)</b> When the creature talks about the impoverished family that he observed, he says, “What chiefly struck me was the gentle manners of these people; and I longed to join them, but dared not. I remembered too well the treatment I had suffered from the barbarous villagers, and resolved that for the present I would remain quietly in my hovel, watching, and endeavouring to discover the motives which influenced their actions” (Grimly 95).</p>		
<p><b>F)</b> When talking about reading the <i>Sorrows of Werter</i>, the creature says, “As I read, I applied much personally to my own feelings and condition. I found myself similar, yet at the same time strangely unlike the beings concerning whom I read, and to whose conversation I was a listener. I sympathized with, and partly understood them, but I was unformed in mind; I was dependent on none, and related to none” (Grimly 102).</p>		
<p><b>G)</b> When talking about reading a volume of Plutarch’s <i>Lives</i>, the creature says, “Plutarch taught me high thoughts; he elevated me above the wretched sphere of my own reflections to admire and love the heroes of past ages...” (Shelley, Chapter 7, 4).</p>		
<p><b>H)</b> After reading Victor’s scientific notes, the creature “exclaimed in agony. ‘Cursed creator! Why did you form a monster so hideous that even you turned from me in disgust? God, in pity, made man beautiful and alluring, after his own image; but my form is a filthy type of yours, more horrid even from the very resemblance. Satan had his companions, fellow-devils, to admire and encourage him; but I am solitary and detested...’” (Shelley, Chapter 7, 6).</p>		
<p><b>I)</b> At the end of the creature’s long story, he says to Victor, “I am alone, and miserable; man will not associate with me; but one as deformed and horrible as myself would not deny herself to me. My companion must be of the same species, and have the same defects. This being you must create” (Grimly 114).</p>		

**Unit 8D, Sub-Unit 2: Write an Essay**

**LESSON 1** Gather Evidence

Does this quote support the idea that the creature is human?	Yes	No
<p><b>J)</b> After destroying the partly completed female creature, Victor states, “The remains of the half-finished creature I had destroyed lay scattered on the floor, and I almost felt as if I had mangled the living flesh of a human being” (Grimly 143).</p>		
<p><b>K)</b> On his deathbed, Victor tells the ship's captain, “In a fit of enthusiastic madness I created a rational creature, and was bound towards him” (Grimly 188).</p>		
<p><b>L)</b> After Victor dies, the creature tells the ships captain, “My heart was fashioned to be susceptible of love and sympathy; and, when wrenched by misery to vice and hatred, it did not endure the violence of the change without torture, such as you cannot even imagine...But when I discovered that he, the author of my existence, sought his own enjoyment in feelings and passions from the indulgence of which I was for ever barred, then impotent envy and bitter indignation filled me with an insatiable thirst for vengeance” (Grimly 190).</p>		
<p><b>M)</b> Later, in the same final speech to the captain, the creature says, “Once I falsely hoped to meet with beings, who, pardoning my outward form, would love me for the excellent qualities which I was capable of bringing forth. But now vice has degraded me beneath the meanest animal...It is true that I am a wretch. I have murdered the lovely and the helpless; I have strangled the innocent as they slept, and grasped to death his throat who never injured me or any other living thing” (Grimly 192).</p>		

Think about the evidence you just read.

1. Overall, does the evidence support the idea that the creature is human, or that it lacked humanity?

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2. What is the strongest piece of evidence supporting your answer to question 2? (Write the letter of the piece of evidence you chose.)

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**LESSON 1** Outline Your Essay

**Step 2: Outline your essay**

When you write your essay, you will develop two reasons for your position as to whether or not Frankenstein's creature is human, then present and address a counterargument: one reason someone might take the opposing position.

If you're unsure which way you want to argue, consider arguing the side where you can identify two distinct reasons to support it (e.g., "The creature needs the same concrete things that humans need" and "The creature's strongest wish is for companionship and love"), because you will need to develop two reasons for your position.

1. In your essay, you will argue both sides, but you will ultimately choose one as your final answer. Describe which side you will ultimately argue and explain the most convincing reason for your position.

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2. In the following chart, you're going to make an outline for paragraph 1 of your essay in which you will state your position and develop your most convincing reason for your position:

- Decide what reason you will develop to support your position in your first paragraph. *The creature is or is not human because...*
- Find two or three pieces of evidence that you will use to develop this reason in your argument. You can use the quotes you labeled "Yes/No," or you can find new quotes in the graphic novel.
- Write each piece of evidence on its own row in the left column of the chart.
- Write one or two sentences in the right column explaining how that piece of evidence supports this part of your argument.

Paragraph 1 Outline / Evidence	Analysis—How does this evidence support the argument?

## Unit 8D, Sub-Unit 2: Write an Essay

### LESSON 1 Outline Your Essay

You found evidence for one reason that supports your position. Now, you'll identify evidence that supports a different reason for your position. Be sure to use different evidence than you used in paragraph 1.

3. Make an outline for paragraph 2 of your essay in which you will state and develop a second reason for your position:
  - Decide what reason you will develop to support your position in your second paragraph. *The creature is or is not human because...*
  - Find two or three pieces of evidence that you will use to develop this reason in your argument. You can use the quotes you labeled "Yes/No," or you can find new quotes in the graphic novel.
  - Write each piece of evidence on its own row in the left column of the chart.
  - Write one or two sentences in the right column explaining how that piece of evidence supports this part of your argument.

Paragraph 2 Outline / Evidence	Analysis—How does this evidence support the argument?

## Unit 8D, Sub-Unit 2: Write an Essay

### LESSON 1 Outline Your Essay

4. Make an outline for paragraph 3 of your essay in which you will present and address one possible counterargument (a reason that supports the opposing position).
- Decide the counterargument you will address in your third paragraph: *One counterargument to my claim that the creature is / is not human is \_\_\_\_\_.*
  - Find one or two pieces of evidence that you will use to rebut (disprove or weaken) this counterargument. You can use quotes you labeled “Yes/No,” or you can find new quotes in the graphic novel.
  - Write each piece of evidence on its own row in the left column of the chart.
  - Write one or two sentences in the right column explaining how that piece of evidence shows that the counterargument is not as strong as your position.

Paragraph 3 Outline / Evidence to rebut counterargument	Analysis—How does this evidence rebut the argument?



## LESSON 2 OVERVIEW

Stake a claim about the creature’s humanity and back it up by explaining evidence from two or three moments in the book.

### Prep

Before you begin this lesson:

- Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
  - Any writing you’ve completed for your essay in previous lessons and Solos

## LESSON 2 Draft Paragraph 1

### Step 3: Draft a claim for paragraph 1

A good claim will clearly state which way you're arguing, will summarize the reasoning behind this argument, and will relate to all the evidence you want to include in this paragraph.

Look at the two or three quotes you chose in your outline of paragraph 1 during Lesson 1. Think about how you can summarize the argument you're going to make in this paragraph.

1. Draft a claim for paragraph 1 by stating which side you're arguing and summarizing the reason you will develop to support your argument in this paragraph (e.g., “*The creature can be considered human because...*” or “*The creature is not a human because...*”).

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### Step 4: Draft paragraph 1

*Frankenstein* is a long book, and you're going to have quotes in your essay from lots of different places in the story. You can help your reader stay with you by always reminding them which part of the story your quote came from.

You can also help your reader stay with you by not including quotes that are super long. Select just the most important parts of your quotes to use as evidence.

2. Revisit your first piece of evidence from your paragraph 1 outline, in Lesson 1. Underline the most important words and phrases in your evidence.
3. Open your graphic novel. Skim the pages leading up to your first piece of evidence so that you remember what was happening at this point in the story.

LESSON 2 Draft Paragraph 1

- 4. Write a sentence that reminds your reader what was happening at this point in the story. Weave in the words and phrases you underlined from your evidence. Make sure you have quotation marks around these words and phrases (for example: *When Victor \_\_\_\_\_, he said "\_\_\_\_\_"*).

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But evidence doesn't speak for itself! Analyze your evidence by explaining to your reader what the specific words in your quote show about whatever you're arguing.

- 5. Write two or three sentences to explain what your evidence proves. Connect the specific words in your quote to the idea presented in your claim.

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People will be more convinced of your reasoning if you include more than one piece of evidence, so now you will describe a second piece of evidence to support your claim.

- 6. Revisit your second piece of evidence from your paragraph 1 outline, in Lesson 1. Underline the most important words and phrases in your evidence.
- 7. Refer to the graphic novel. Skim the pages leading up to your second piece of evidence so that you remember what was happening at this point in the story.

LESSON 2 Draft Paragraph 1

- 8. Write a sentence that reminds your reader what was happening at this point in the story. Weave in the words and phrases you underlined from your evidence. Make sure you have quotation marks around these words and phrases (e.g., *Later, when Victor \_\_\_\_\_, he said " \_\_\_\_\_ "*).

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- 9. Write two or three sentences to explain what your evidence proves. Connect the specific words in your quote to the idea presented in your claim.

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## LESSON 3 OVERVIEW

Develop your second reason why your reader should accept your argument.

### Prep

Before you begin this lesson:

- Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
  - Any writing you've completed for your essay in previous lessons and Solos

## LESSON 3 Draft Paragraph 2

### Step 5: Draft a claim for paragraph 2

A good claim will clearly state which way you're arguing, will summarize the reasoning behind this argument, and will relate to all the evidence you want to include in this paragraph.

Look at the two or three quotes you chose in your outline of paragraph 2 during Lesson 1. Think about how you can summarize the argument you're going to make in this paragraph.

1. Draft a claim for paragraph 2 by stating which side you're arguing and summarizing the reason you will develop to support your argument in this paragraph (e.g., "*The creature can be considered human because...*" or "*The creature is not a human because...*").

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### Step 6: Draft paragraph 2

2. Revisit your first piece of evidence from your paragraph 2 outline, in Lesson 1. Underline the most important words and phrases in your evidence.
3. Open your graphic novel. Skim the pages leading up to your first piece of evidence so that you remember what was happening at this point in the story.

LESSON 3 Draft Paragraph 2

- 4. Write a sentence that reminds your reader what was happening at this point in the story. Weave in the words and phrases you underlined from your evidence. Make sure you have quotation marks around these words and phrases (for example: *When Victor \_\_\_\_\_, he said "\_\_\_\_\_"*).

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- 5. Write two or three sentences to explain what your evidence proves. Connect the specific words in your quote to the idea presented in your claim.

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Now, you're going to describe a second piece of evidence to support your paragraph 2 claim.

- 6. Revisit your second piece of evidence from your paragraph 2 outline, in Lesson 1. Underline the most important words and phrases in your evidence.
- 7. Open your graphic novel. Skim the pages leading up to your second piece of evidence so that you remember what was happening at this point in the story.



LESSON 3 Draft Paragraph 2

8. Write a sentence that reminds your reader what was happening at this point in the story. Weave in the words and phrases you underlined from your evidence. Make sure you have quotation marks around these words and phrases (e.g., *Later, when Victor \_\_\_\_\_, he said "\_\_\_\_\_"*).

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9. Write two or three sentences to explain what your evidence proves. Connect the specific words in your quote to the idea presented in your claim.

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## LESSON 4 OVERVIEW

Now is your chance to seal your argument. Acknowledge an opposing argument and knock it down with your rebuttal evidence.

### Prep

Before you begin this lesson:

- Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
  - Any writing you've completed for your essay in previous lessons and Solos

## LESSON 4 Draft Paragraph 3

### Step 7: Identify a counterargument

In this paragraph, you will address a counterargument—one reason why someone like your reader might support the opposing position.

Think about how you can summarize the counterargument you're going to address in this paragraph in just one or two sentences.

1. Write a sentence that summarizes the counterargument you will rebut in paragraph 3 (e.g., *One counterargument to the position that the creature is human is \_\_\_\_\_* OR *One counterargument to the position that the creature is not human \_\_\_\_\_*).

Then, write a second sentence that outlines some evidence someone might use to support this counterargument.

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## LESSON 4 Draft Paragraph 3

### Step 8: Draft paragraph 3

Now you are going to present the evidence you found to rebut (disprove or weaken) the counterargument. Help your reader stay with you by always reminding them which part of the story this evidence came from.

You can also help your reader stay with you by not including quotes that are super long. Select just the most important parts of your quotes to use as evidence.

2. Revisit the main piece of evidence you will use to rebut the counterclaim. (You can find this in your paragraph 3 outline, in Lesson 1.) Underline the most important words and phrases in your evidence.
3. Refer to the graphic novel. Skim the pages leading up to your evidence so that you remember what was happening at this point in the story.
4. Write a sentence that reminds your reader what was happening at this point in the story. Weave in the words and phrases you underlined from your evidence. Make sure you have quotation marks around these words and phrases (e.g., *When Victor \_\_\_\_\_, he said “\_\_\_\_\_”*).

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Now consider how your rebuttal evidence disproves or weakens the counterargument.

5. Write two or three sentences to explain how your evidence supports your rebuttal. Connect the specific words in your quote to the idea presented in your rebuttal.

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**NOTE:** If you have time and would like to include a second piece of evidence supporting your rebuttal, follow the steps in questions 2–5 to describe and analyze a second piece of evidence.



## Unit 8D, Sub-Unit 2: Write an Essay

### LESSON 5 OVERVIEW

Almost done! Focus on adding transitions and editing your draft.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
  - Any writing you've completed for your essay in previous lessons and Solos
2. Review the Rules of Sharing and Response Starters.

### LESSON 5 Revise Transitions

#### Step 9: Revise transitions

Revisit the three paragraphs of your essay, rereading the claim of each of your paragraphs aloud. In paragraphs 1 and 2, you state your position and summarize the reason you develop in that paragraph. In paragraph 3, you present one counterclaim to this position that you then rebut in the paragraph.

So far, you haven't used any transitions to tell your reader that you a) are developing a new reason in paragraph 2, and b) intentionally exploring a counterargument in paragraph 3.

You're going to brainstorm and add transitions to your paragraph claims to signal that you're developing two different reasons for your position, then presenting and rebutting a counterargument. You might consider using some of the following phrases:

- "One might argue that..."
- "On the one hand..."
- "Others might argue that..."
- "On the other hand..."
- "Conversely..."
- "In the end..."
- "Ultimately..."

1. In the spaces where you drafted the three paragraphs of your essay, experiment with writing a new transition sentence at the top or bottom of each paragraph. (Don't worry—you will write a clean copy later!) You may also experiment with rewriting your claims to make the transition smoother.

Now, reread the paragraphs again, paying attention to any jumps in your writing that may need a transition. You will probably find that you need to add a transition each time you introduce a new piece of evidence. You might consider using words like "later," "after," or "when."

2. Add transitions to the three paragraphs of your essay.



## LESSON 5 Revise Transitions

### Step 10: Edit your essay

Reread your essay all the way through, correcting any errors you notice.

Then, use the Guidelines for Citing and Punctuating a Direct Quote to make sure your citations are written correctly.

### Guidelines for Citing and Punctuating a Direct Quote

Use double quotation marks to show where the quote begins and ends.

Cite the author name and page number in parentheses at the end of the sentence if you are quoting from the graphic novel, *Gris Grimly's Frankenstein*.

Only include the end punctuation of your quote if it is a question mark or exclamation point.

When Victor begins work on his creature, he says, "I began the creation of a human being" (Grimly 36). Moreover, he aspires to "give life to an animal as complex and wonderful as man"

(Grimly 36) Victor wanted to create a "complex" being that could think, feel, and accomplish all of the "wonderful" things that a human can do.

Just as Victor had planned, his creature can think and feel for itself, like a human. The creature is even able to pose the type of philosophical questions about its existence that only human beings think about, asking itself, "Who was I? What was I? Whence did I come? What was my destination?" (Shelley, Chapter 7, 3) This type of self-reflection indicates a human intellect, not simply a beast's instincts.

#### Bibliography

Shelley, Mary. Volume II, Chapters 4, 7, 8. *Frankenstein*. London: Lackington, Hughes, Harding, Mavor & Jones, 1818. Print.

Grimly, Gris. *Gris Grimly's Frankenstein*. New York: HarperCollins, 2013. Print.

If you are introducing a quote with a speaker tag, add a comma to separate the speaker tag and the direct quote itself.

Use single quotation marks around any dialogue within the direct quote.

Cite the author name, chapter, and paragraph number in parentheses at the end of the sentence if you are quoting from the 1818 edition of *Frankenstein*.





Unit 8D, Sub-Unit 3

# Poetical Science



What is technology? How much has it changed in the last 200 years? Is it helpful or harmful to mankind? In the Poetical Science sub-unit, you'll explore answers to these questions and more through the work of William Wordsworth, Lord Byron, Richard Brautigan, and Ada Lovelace.



## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 1 OVERVIEW

Everyone agrees that books are good for you—right?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.

### LESSON 1 Working with the Text

Read “**The Tables Turned**,” a poem written by William Wordsworth in 1798.

1. What stood out to you in your first reading? Write down any details you noticed.

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2. Write down any words or phrases that are repeated in the poem. Why do you think these words are repeated?

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You'll now look at each stanza to examine the narrator's thoughts more carefully. Later, you'll compare the message of this poem to some of Victor's thoughts in *Frankenstein*.

3. In the first stanza, what does the speaker say his friend is busy doing?

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4. According to the speaker, what is happening to his friend as a result? Circle your choice.
  - a. They're getting smarter
  - b. They're working too hard
  - c. They're becoming stronger
  - d. They're feeling better

LESSON 1 Working with the Text

5. Choose two things the speaker compares in lines 9–12. Circle your choices.

a. Books! 'tis a dull and endless b. strife:

Come, hear the woodland linnet,

How sweet c. his music! on my life,

There's more of d. wisdom in it.

6. Paraphrase the last line of stanza 3 (line 12) by restating it in your own words. What does the speaker mean by this line?

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7. Reread lines 13–24. How does the speaker feel about nature?

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8. What words or phrases does he use to show this feeling?

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9. Reread lines 25–32. Paraphrase the speaker's lines in stanza 7 (lines 26–28): "Our meddling intellect / Mis-shapes the beauteous forms of things:— / We murder to dissect." What does the speaker mean?

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## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 1 Close Read

Now you're going to revisit a passage from early in *Frankenstein*, in which Victor is working with corpses in an effort to understand death and life. As you read, look for parts that remind you of the poem.

Read ***Gris Grimly's Frankenstein***, Volume I, Chapter 3, pages 38 and 39.

1. Which parts of this passage remind you of Wordsworth's poem? Explain your answer.

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Now you're going to revisit a passage from later in *Frankenstein*, where Victor is traveling with Henry before he begins work on a partner for the creature.

Read ***Gris Grimly's Frankenstein***, Volume III, Chapter 1, pages 127 and 128.

2. Which parts of this passage remind you of the poem? Explain your answer.

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### LESSON 1 Writing Prompt

Put a check mark next to the sentence if...

- you think the speaker in Wordsworth's poem would approve of Victor Frankenstein's research.
- you think the speaker in Wordsworth's poem would have some advice for Victor.
- you think Victor learns important things from his research into books and science.
- you think that Victor misses some important ideas because he ignores everything but his research and books.
- you think the speaker in Wordsworth's poem would see eye to eye with Henry Clerval.



## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 2 OVERVIEW

Today you'll read part of a very famous speech by a very famous poet. What seems to be on his mind?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 1 Solo.

### LESSON 2 Working with the Text

Today you're going to read part of a speech that Lord Byron, a poet and friend of Mary Shelley's, gave in 1812, just six years before she wrote *Frankenstein*.

You're going to read the first few paragraphs of the speech cold: You're not going to know who Byron is talking to or what he's talking about. Pay close attention and see how much you can figure out from the words in the text.

Read Excerpts from **"Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812,"** paragraph 2.

1. To whom does Lord Byron seem to be speaking? Support your guess with textual evidence.

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Read paragraph 3 of Lord Byron's speech, in which Byron is referring to some events that had happened in England.

2. What seems to have happened? Support your guess with textual evidence.

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

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## LESSON 2 Working with the Text

Read paragraph 4 of Lord Byron's speech.

4. Does it seem like Byron sympathizes more with one side of the conflict than the other? Support your guess with textual evidence.

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Now you'll read some background information that explains why Lord Byron made this speech. You'll see that you were able to figure out quite a bit by reading like a detective!

### Background to Lord Byron's Debate on the Frame-Work Bill

The Industrial Revolution was a time of great technological innovation. Some of these innovations drastically changed the way people lived and worked. Many people worked in factories like textile mills, where they made fabrics by weaving together threads using machines called looms.

Byron made this speech after a series of events involving textile mills. A new form of loom had just been invented, which used wooden frames to weave textiles faster than before. This technological innovation meant that fewer people were needed to do the work, and so many of the workers lost their jobs. Some of the unemployed mill workers protested by rioting and breaking the frames that operated the new looms.

In response to these riots, the mill owners went to the House of Lords—a body of government in England—and asked them to pass a law that would make breaking frames into a felony, a crime punishable by death.

This speech, which Lord Byron delivered to the House of Lords in 1812, is the first time Lord Byron ever formally addressed the government. He spoke on behalf of the rioting mill workers because he thought that it would be unjust to sentence them to death for destroying the machinery that had cost them their jobs.

5. Go back and review your answers to questions 1–4. Did you manage to determine some of this background from Lord Byron's speech?

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LESSON 2 Close Read

Now you're going to read a paragraph from the middle of the speech where Byron explains the conflict from both sides of the situation. The language will be tricky because sometimes he uses verbal irony, which is similar to sarcasm, but sarcasm is usually meant to be mean or hurt someone's feelings. Verbal irony isn't meant to be mean or hurt someone's feelings.

**Verbal Irony**  
Verbal irony is when a speaker says one thing but means something else.

Read the following sample text:

*When rich celebrities say they are unhappy, I feel so sorry for them. It must be so lonely living on their huge yachts and having people serve them all day. People are so much happier living in a refugee camp with no running water.*

1. Does this writer mean what they say here? What do you think they really mean?

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As you read, notice how Byron switches back and forth between showing how the mill owners (the frame proprietors) feel and how the mill workers (the rioters) feel.

Also look for the parts where Byron uses verbal irony. He uses it in some parts of this paragraph but not in all of it.

Read Excerpts from **“Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812,”** paragraph 5.

2. List any places where you see Lord Byron using verbal irony.

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3. Lord Byron presents the feelings of the factory owners when he states that “Considerable injury has been done to the proprietors of the improved frames” (Excerpt 2, paragraph 1).

Do you think that Byron believes these owners have suffered injuries, or is he using verbal irony? Use evidence from the text to explain your answer.

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## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 2 Close Read

4. Lord Byron blames the rioters' acts on "the blindness of their ignorance" (Excerpt 2, paragraph 1) and "the foolishness of their hearts" (Excerpt 2, paragraph 1). Do you think Byron really believes the rioters' acts are due to foolishness and ignorance, or do you think he is using verbal irony? Use evidence from the text to explain your answer.

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5. Make a claim about the text, using the options in parentheses:

Lord Byron seems to support the \_\_\_\_\_ (workers / factory owners) over the \_\_\_\_\_ (workers / factory owners).

6. What evidence from the text makes you think so?

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### LESSON 2 Writing Prompt

Put a check mark next to the sentence if...

- you think that Byron felt sympathy for the mill workers (the rioters).
- you think that Byron felt sympathy for the mill owners (the proprietors).
- you think that Byron's speech would make the members of Parliament want to punish the rioters severely.
- you think that Byron's speech would make the members of Parliament want to treat the rioters less severely.





## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 3 OVERVIEW

What happens to a kid whose parents are total opposites?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 2 Solo.

### LESSON 3 Working with the Text

1. Who in your family are you similar to? In what ways are you similar?

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2. Who in your family are you different from? In what ways are you different?

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3. How much of your personality and interests do you think come from your family? Explain.

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LESSON 3 Working with the Text

Study this portrait for a minute.



4. What kind of life do you imagine this woman lived? How do you think she spent her time and why?

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5. The woman in the portrait is Ada Lovelace, who pioneered computer programming in the 1840s. Are you surprised by this information? Circle your choice.

- a. I'm very surprised.
- b. I'm a little surprised.
- c. I'm not very surprised.

## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 3 Close Read

Today you're going to begin reading about Ada Lovelace in Walter Isaacson's book *The Innovators*. Your readings will come from a chapter of the book called "Ada, Countess of Lovelace."

Read **Excerpts from "Ada, Countess of Lovelace,"** Excerpt #1: Introducing Ada, paragraphs 1 and 2.

1. Write down any words or phrases from paragraph 1 that give you a clue about Ada's personality.

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2. Write down any words or phrases from paragraph 2 that show the side of Ada that came from her father.

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3. Write down any words or phrases from paragraph 2 that show the side of Ada that came from her mother.

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4. Ada Lovelace's father was: (Circle your choice)

- a. Lord Byron.
- b. Lord Bryan.
- c. Percy Shelley.
- d. Spencer Lovelace.

5. What do you know about Ada's and her father's beliefs, based on the passage? Label the following two lines as either **Ada Lovelace** or **Ada's father**.

- Found a way to combine the ideas of the past with the technology of the future

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- Didn't trust the changes caused by the Industrial Revolution

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Read **Excerpts from "Ada, Countess of Lovelace,"** Excerpt #2: Ada's Parents, paragraphs 1–14.

6. Why did Ada's parents' marriage "sour," or go bad?

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LESSON 3 Close Read

- 7. How did Ada’s parents’ relationship with each other affect Ada’s relationship with her parents?

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Read **Excerpts from “Ada, Countess of Lovelace,”** Excerpt #3: The Beauty of Mathematics, paragraphs 1–7.

- 8. Reread paragraphs 1 and 2. Why did Ada’s mother want her to study math? Do you agree with her reasoning?

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- \* 9. Reread paragraphs 4–6. Isaacson argues that Ada Lovelace’s “ability to appreciate the beauty of mathematics” (4) was due to both her mother and her father. Explain.

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\* = Suggested Writing Prompt

## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 4 OVERVIEW

Nearly 200 years ago, Ada Lovelace was thinking about topics that the CEOs of tech companies and the directors of science fiction movies are still exploring today. Read to learn how ahead of her time she truly was.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 3 Solo.

### LESSON 4 Working with the Text

Read **Excerpts from “Ada, Countess of Lovelace,”** Excerpt #4: Babbage and His Difference Engine, paragraphs 1–4.

1. Who was Charles Babbage? Use evidence from the text to answer this question.

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2. What was the Difference Engine? Use evidence from the text to answer this question.

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3. Ada Lovelace “saw the great beauty of [Babbage’s] invention (4).” Why do you think she considered Babbage’s invention to be beautiful?

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4. Are there any machines that you consider beautiful or amazing? What is it about these machines that makes them “beautiful” to you?

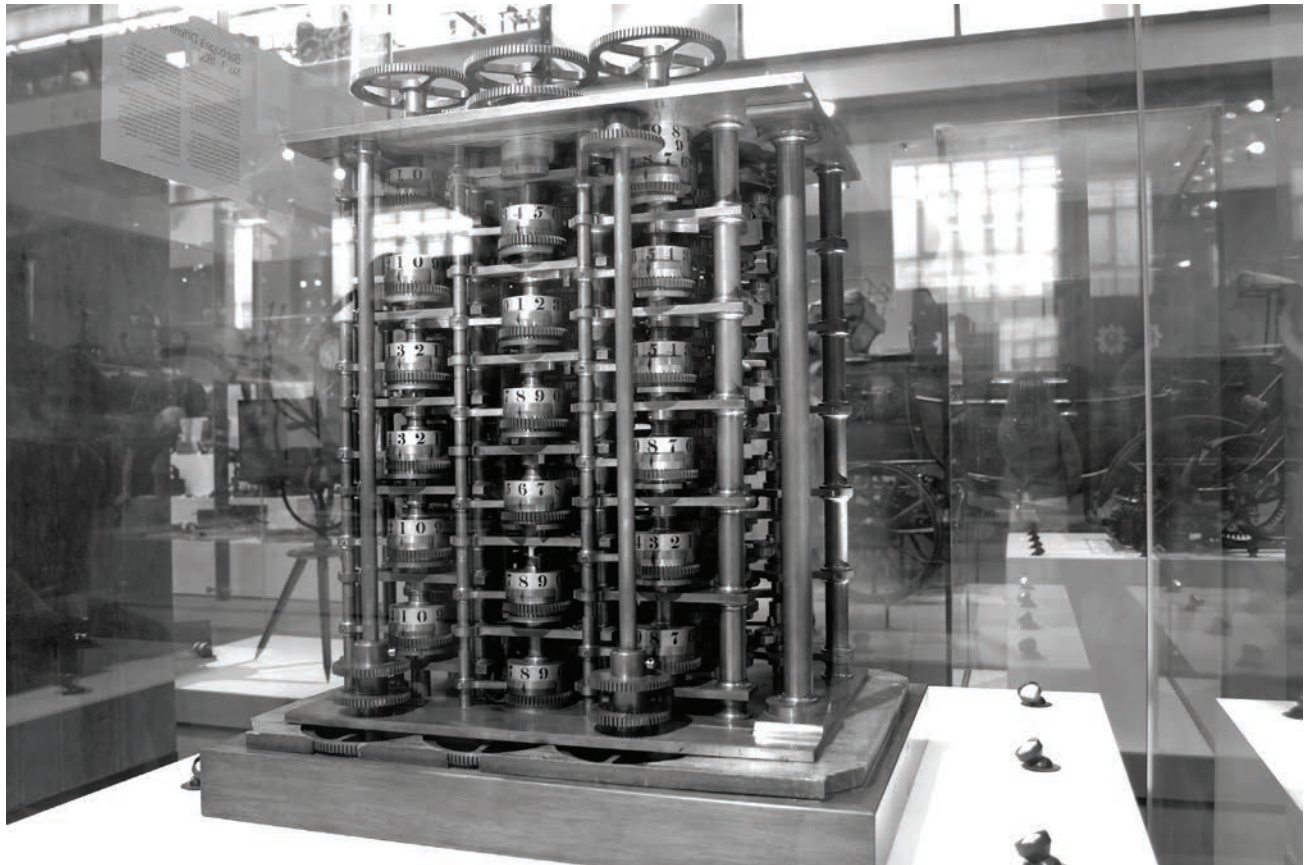
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LESSON 4 Working with the Text

This is a photo of Babbage's Difference Engine.



5. Contrast Babbage's Difference Engine with today's calculators. Why do you think this machine was so big and heavy?

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6. It would be unusual today for someone to show off a calculator at a party. Why do you think people were amazed by Babbage's Difference Engine?

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LESSON 4 Working with the Text

Read **Excerpts from “Ada, Countess of Lovelace,”** Excerpt #5: The Analytical Engine, paragraph 1.

7. After working on the Difference Engine, Babbage started to design a new machine, which he called the Analytical Engine. What tasks could each of these inventions perform? Label each of the following as **Difference Engine** or **Analytical Engine**.

- Could carry out a set of instructions \_\_\_\_\_
- Could switch to different tasks \_\_\_\_\_
- Could only solve equations \_\_\_\_\_

Read **Excerpts from “Ada, Countess of Lovelace,”** Excerpt #6: Notes by the Translator, paragraphs 1–3.

8. What did Menabrea do after seeing Babbage’s talk?

\_\_\_\_\_

9. What did Lovelace’s friend suggest she do to help Babbage?

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

11. Why do you think it might have been unusual for Lovelace to write and publish her writing on this subject at the time?

\_\_\_\_\_

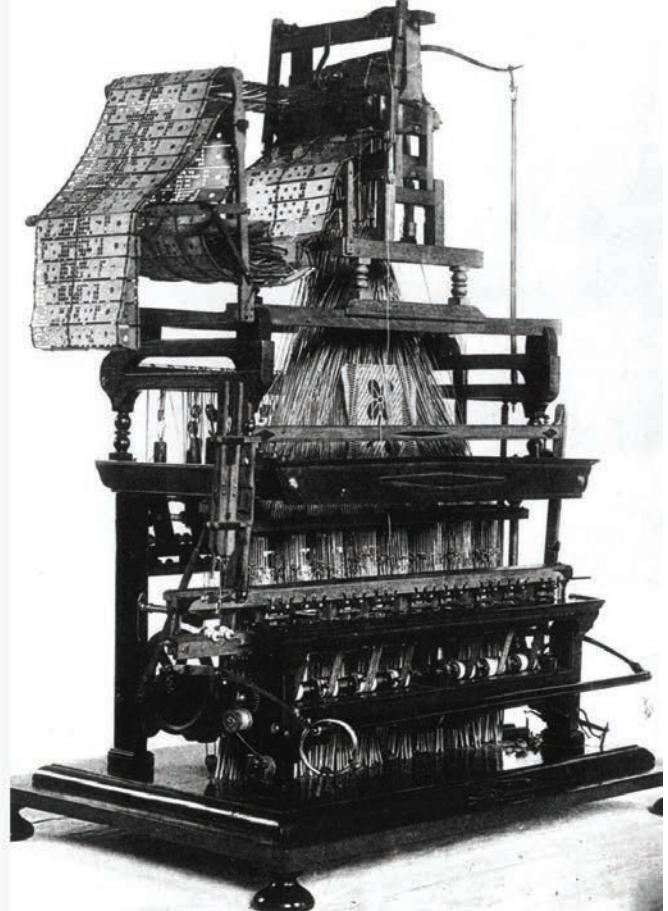
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LESSON 4 Close Read

Review both images. The image on the left shows a piece of fabric that was woven by the machine pictured in the image on the right.



1. How do you think this machine could create an image like this?

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Read **Excerpts from “Ada, Countess of Lovelace,”** Excerpt #7: The Punch Card Innovation, paragraphs 1–3.

2. What was the role of punch cards in each invention? Label the two roles below as either **Jacquard Loom** or **Analytical Engine**.

- Punch cards were used to input many different kinds of instructions. \_\_\_\_\_
- Punch cards were used to control weaving patterns. \_\_\_\_\_

LESSON 4 Working with the Text

Read **Excerpts from “Ada, Countess of Lovelace,”** Excerpt #8: Ada’s Insight, paragraphs 1–3.

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

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2. Why do you think Lovelace’s observations about the Analytical Engine were useful or important?

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Read **Excerpts from “Ada, Countess of Lovelace,”** Excerpt #9: The Digital Future, paragraphs 1–3.

3. Why might Lord Byron, Lovelace’s father, have “shuddered” at the thought of a machine writing a piece of music?

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

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Read **Excerpts from “Ada, Countess of Lovelace,”** Excerpt #10: Lady Lovelace’s Objections, paragraphs 1 and 2.

5. What did Ada Lovelace assert about machines’ ability to think like humans in “Lady Lovelace’s Objection”?

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## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 5 OVERVIEW

In 1967, Richard Brautigan had a very far-out vision of the future. What would the 19th-century thinkers you've learned about make of it?

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 4 Solo.

### LESSON 5 Working with the Text

Read the poem **“All Watched Over By Machines of Loving Grace”** by Richard Brautigan.

1. What stood out to you in your first reading of the poem?

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2. Which words or phrases are repeated in each stanza? What do these words suggest about the theme of the poem?

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3. This poem contains three stanzas. What do you notice that the three stanzas have in common?

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4. Write down any language from the poem that has to do with nature.

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LESSON 5 Working with the Text

5. Write down any language from the poem that has to do with technology.

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6. Write down any language from the poem that has to do with feelings.

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7. Describe the world that Brautigan imagines in his poem. Use three pieces of evidence from the poem to support your description.

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8. Does the poem present this imaginary world in a positive or negative tone? Cite the evidence from the poem that supports your conclusion.

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9. According to Brautigan’s poem, what is one way that he believes technology will help humanity in the future? Circle your choice.

- a. By providing clean water
- b. By doing people’s work
- c. By developing new crops
- d. By caring for people’s animals

## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 5 Working with the Text

10. Which of the following quotes from the poem best supports your answer to question 9?

Circle your choice.

- a. “mammals and computers / live together in mutually / programming harmony” (4–6)
- b. “a cybernetic forest / filled with pines and electronics / where deer stroll peacefully” (11–13)
- c. “a cybernetic ecology / where we are free of our labors / and joined back to nature” (19–21)
- d. “returned to our mammal / brothers and sisters, / and all watched over / by machines of loving grace” (22–25)

11. Based on the poem, what do you think Brautigan would most likely say about the way people live with technology today?

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### LESSON 5 Close Read

Imagine that the other figures we encountered in this unit read Brautigan's poem. Consider what they would think about the world he describes.

For this activity, reference the texts you've read in this lesson:

- **“The Tables Turned”** by William Wordsworth in Lesson 1
- **“Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812”** in Lesson 2
- **Ada Lovelace**, multiple texts in Lessons 3 and 4

Based on your readings of these authors' ideas, what would each one most likely say about the technological vision in Brautigan's poem? Would they love it, or hate it?

William Wordsworth: \_\_\_\_\_

Lord Byron: \_\_\_\_\_

Ada Lovelace: \_\_\_\_\_







## Unit 8D, Sub-Unit 3: Poetical Science

### LESSON 6 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

#### Prep

Before you begin this lesson:

1. Gather the following materials:
  - Any handouts from your teacher
  - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 3, Lesson 5 Solo.

### LESSON 6 Working with the Text

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.