

# ***Frankenstein* by Mary Shelley** (Published by Washington Square Press)

Approved for use in Advanced Placement Communication Arts IV, Communication Arts IV

## **Summary**

“The story of Victor Frankenstein, a scientist who oversteps the bounds of conscience, and the monster he created, a creature both ghastly in its malice and transfixing in its suffering, was a best seller in its day and remains one of the most spellbinding novels of all time.”  
–Washington Square Press

## **Connection to the Curriculum**

Although *Frankenstein* is a novel of the Romantic Period, it is timely for readers today as issues of cloning and stem cell research face our society. The story begins in an epistolary form and then changes into a narrative, first with Victor Frankenstein as the narrator and then the creature as the narrator. At the end of the novel, the writing again becomes an epistolary form. Because of the change in style, the text is a great tool for teaching theme, diction, structure, syntax, and persuasion.

## **Standards**

### **Course Objectives (Benchmarks)**

**Reading:** 1.4- The students comprehend a variety of texts.

**Literature:** 2.1-The students use literary concepts to interpret and respond to text.

**Writing:** 3.6- The students use effective word choice. 3.9- The students use a variety of modes of writing for different purposes and audiences.

### **Possible Skills Taught (Indicators)**

#### **Reading:**

1.4.12- The student analyzes and evaluates how an author uses text structures (sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.

1.4.17- The student analyzes and evaluates how an author’s style (word choice, sentence structure) and use of literary devices (foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text.

#### **Literature:**

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story of literary text.

2.1.5- The student identifies, analyzes, and evaluates the use of literary devices (foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.

#### **Writing:**

3.9.33- The student writes expository pieces, e.g., research, informational writing, and literary analysis.

3.9.34- The student writes persuasive pieces, e.g., speeches, critical evaluations, editorials, letters of application, resumes, position papers, letters to the editor, and essays.

## **A Note on the Text:**

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*By the nature of its topic, this text deals with a man trying to create a monster, in effect, playing God with another’s life.*

## **AP Connections**

Benchmarks concentrating on literary analysis are emphasized. In AP the TWIST method is used to analyze literary works. This includes an examination of tone, word choice (diction), imagery, syntax (sentence structure as well as the structure of the novel), and theme. Excerpts from the novel are used for analyzing Shelley’s structure, style, and purpose.

## **Additional Unit Design Connections**

Coming soon