ASSIGNMENT F1 *Frankenstein*

**BACKGROUND PRE-READING: GROUP HOMEWORK (25 pts.)**

**GROUP A: NEO-CLASSICAL EXPERTS**
- **NOTES on “The Romantic Age”** (1798-1832) from the LBT text pp. 565-576 (2 sides of a page notes = 10 pts)
- **NOTES on “The Seventeenth Century”** (1625-1660) from the LBT text pp. 346-356 and “Restoration and the Eighteenth Century” (1660-1798) from the LBT text pp. 433-444 (1 side of notes from the text = 5 points)
- Complete the Neo-Classical chart! Fill out the two columns on the neo-classical worksheet. This worksheet is in the *Frankenstein* packet. Do not write in the packet. Copy the two columns in your journal putting the terms in the right columns. (5 points)
- **NOTES on Mary Shelley’s “Author Introduction”** (1831) AND Percy’s Preface (1817) in your Signet *Frankenstein* book, pp. xxi-xxvii: 1 side of a page of notes (5 pts) Focus on what it was that struck you as most engaging, interesting, critical, etc. For example, what did these readings make you wonder? What would you like to ask Mary Shelley about her “Author Introduction” if you were given the chance?

**GROUP B: MARY WOLLSTONECROFT EXPERTS**
- **NOTES on “The Romantic Age”** (1798-1832) from the LBT text pp. 565-576 (2 sides of a page notes = 10 pts)
- Read the two articles on Mary Wollstonecroft and take at least two sides of a page of notes. (10 pts.) Be sure to key in on what it was about her life that struck you as most engaging, interesting, critical, etc.
- **NOTES on Mary Shelley’s “Author Introduction”** (1831) AND Percy’s Preface (1817) in your Signet *Frankenstein* book, pp. xxi-xxvii: 1 side of a page of notes (5 pts) Focus on what it was that struck you as most engaging, interesting, critical, etc. For example, what did these readings make you wonder? What would you like to ask Mary Shelley about her “Author Introduction” if you were given the chance?
<table>
<thead>
<tr>
<th>GROUP C: MARY SHELLEY EXPERTS</th>
<th>GROUP D: MARY SHELLEY EXPERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NOTES on “The Romantic Age” (1798-1832) from the LBT text pp. 565-576 (2 sides of a page notes = 10 pts)</td>
<td>• NOTES on “The Romantic Age” (1798-1832) from the LBT text pp. 565-576 (2 sides of a page notes = 10 pts)</td>
</tr>
<tr>
<td>• Read the articles on Mary Shelley and take at least two sides of a page of notes. (10 pts.) Be sure to key in on what it was about her life that struck you as most engaging, interesting, critical, etc.</td>
<td>• Read the articles on Mary Shelley and take at least two sides of a page of notes. (10 pts.) Be sure to key in on what it was about her life that struck you as most engaging, interesting, critical, etc.</td>
</tr>
<tr>
<td>• NOTES on Mary Shelley’s “Author Introduction” (1831) AND Percy’s Preface (1817) in your Signet <em>Frankenstein</em> book, pp. xxi-xxvii: 1 side of a page of notes (5 pts) Focus on what it was that struck you as most engaging, interesting, critical, etc. For example, what did these readings make you wonder? What would you like to ask Mary Shelley about her “Author Introduction” if you were given the chance?</td>
<td>NOTES on Mary Shelley’s “Author Introduction” (1831) AND Percy’s Preface (1817) in your Signet <em>Frankenstein</em> book, pp. xxi-xxvii: 1 side of a page of notes (5 pts) Focus on what it was that struck you as most engaging, interesting, critical, etc. For example, what did these readings make you wonder? What would you like to ask Mary Shelley about her “Author Introduction” if you were given the chance?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP E: THE GOTHIC NOVEL EXPERTS</th>
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</thead>
<tbody>
<tr>
<td>• NOTES on “The Romantic Age” (1798-1832) from the LBT text pp. 565-576 (2 sides of a page notes = 10 pts)</td>
</tr>
<tr>
<td>• Read the article entitled, &quot;Gothic Horror,&quot; and take at least two sides of a page of notes. (10 pts.)</td>
</tr>
<tr>
<td>• NOTES on Mary Shelley’s “Author Introduction” (1831) AND Percy’s Preface (1817) in your Signet <em>Frankenstein</em> book, pp. xxi-xxvii: 1 side of a page of notes (5 pts) Focus on what it was that struck you as most engaging, interesting, critical, etc. For example, what did these readings make you wonder? What would you like to ask Mary Shelley about her “Author Introduction” if you were given the chance?</td>
</tr>
</tbody>
</table>
Read chapters Walton’s Narrative

- green CSCC text: pp. 25-38
- orange Signet text: pp. 15-29
- Signet Classic text: pp. 1-15

As you read, jot down information about the characters in a “Character Chart” and the page number where each first appears/is mentioned.

Do FIG QUESTIONS & ANSWERS in the FIG packet—one level one FACT (pink), one level two INTERPRETIVE (blue) and one level three GLOBAL (golden)
FIG Questions: Levels of Questions

We want students to improve their thinking skills. This requires that teachers refrain from doing the thinking for them. It is more important to teach the students to ASK questions than it is for the students to answer questions we ask them.

Show students the different types or levels of questions they should ask about a piece of literature.

<table>
<thead>
<tr>
<th>Level One Questions: These questions can be answered definitely with facts found in the text or by information readily available in outside sources.</th>
<th>( F = ) fact question (pink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Name the feuding families in <em>Romeo and Juliet</em>.</td>
<td></td>
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<tr>
<td>Example: Where in Italy is Verona located?</td>
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<tr>
<td>Example: What is an apothecary?</td>
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<tr>
<td>Notice that level one question have one correct answer and lend themselves to matching, multiple choice, or fill-in-the-blank tests. Although they require the student to read the work, they require little thought or understanding.</td>
<td></td>
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</tbody>
</table>

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<tr>
<th>Level Two Questions: The answers to these questions may be implied rather than stated directly in the reading. This requires students to make inferences based on specific information they can cite to back up their conclusions.</th>
<th>( I = ) interpretive question (blue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: What is Romeo’s concept of love at the start of the play?</td>
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<td>Example: Is Friar Lawrence or the Nurse more to blame for the tragedy?</td>
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<tr>
<td>Example: How do you explain Tybalt’s anger toward Romeo?</td>
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<tr>
<td>Level two questions call for longer answers and more thinking. They not only require students to do the reading but also force them to consider what they have read.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Level Three Questions: These questions are more abstract – they go outside the text and present issues for discussion that bring in the students’ frame of reference.</th>
<th>( G = ) global question (goldenrod)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Are girls Juliet’s age ready to be married?</td>
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<tr>
<td>Example: Is ‘love at first sight’ really love?</td>
<td></td>
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<tr>
<td>Example: Should parents arrange marriages for their children?</td>
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<tr>
<td>Notice that while level three questions will probably promote the most discussion, they may not necessarily require that the students have carefully read the text.</td>
<td></td>
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</tbody>
</table>

If we want students in advanced classes to think about what they have read, we should ask level two and three questions. Even better, we should get the students themselves to think up their own level two and three questions.
ASSIGNMENT F3  

READINGS: COLERIDGE BACKGROUND and RIME OF THE ANCIENT MARINER and "PROMETHEUS"  

When you turn in this assignment, your assignment should look like this:

<table>
<thead>
<tr>
<th>A. NOTES on Coleridge (p. 594 LBT) (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. NOTES on Rime of the Ancient Mariner's sound devices (p. 595 LBT) (3 points)</td>
</tr>
</tbody>
</table>
| C. STUDY QUESTIONS Coleridge's Rime of the Ancient Mariner in LBT (pp. 596-618)  
  SQ's 1-9, 11-12 (pp. 618-619) (11 points) |
| 1. __________________________________________________________________________ |
| 2. __________________________________________________________________________ |
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| 7. __________________________________________________________________________ |
| 8. __________________________________________________________________________ |
| 9. __________________________________________________________________________ |
| 11. __________________________________________________________________________ |
| 12. __________________________________________________________________________ |
| D. THOUGHTS ON PROMETHEUS IDEAS/QUESTIONS  jot down ideas/questions  
  about both the Prometheus story and the poem “Prometheus” by Lord Byron (3 points) |


Read chapters 1-5 of Victor’s Narrative

- Green CSCC text: pp. 38-66
- Orange Signet text: pp. 31-61
- Signet Classic text: pp. 17-47

As you read, jot down information about the characters in a “Character Chart” and the page number where each first appears/is mentioned.

Do FIG QUESTIONS & ANSWERS in the FIG packet—one level one FACT (pink), one level two INTERPRETIVE (blue) and one level three GLOBAL (golden)
ASSIGNMENT F5 BEYOND THE TEXT
READINGS: Coleridge’s “Kubla Khan” (worth 20 points)

When you turn in this assignment, your assignment should look like this:

A. NOTES about the writing of "Kubla Khan" in LBT p. 620-623 (5 points)

B. STUDY QUESTIONS Coleridge's "Kubla Khan" (LBT pp. 621-623) #1 – 9, page 623. (9 points)
   1. ___________________________________________
   2. ___________________________________________
   3. ___________________________________________
   4. ___________________________________________
   5. ___________________________________________
   6. ___________________________________________
   7. ___________________________________________
   8. ___________________________________________
   9. ___________________________________________

C. Charles Lamb's "The Old Familiar Faces" (a poem alluded to in Frankenstein on p. 30 in the Signet Classic edition) Jot down your understanding of what it's about and how it relates to where we are now in the novel Frankenstein. (3 points)

D. Explain the allusion to the Rime of the Ancient Mariner on p. 59 green/p. 58 orange/p. 44 Signet Classic. (3 points)
Read chapters 6-10 of Victor’s Narrative

- Green CSCC text: pp. 62-92
- Orange Signet text: pp. 62-97
- Signet Classic text: pp. 48-83

As you read, jot down information about the characters in a “Character Chart” and the page number where each first appears/is mentioned.

Do FIG QUESTIONS & ANSWERS in the FIG packet—one level one FACT (pink), one level two INTERPRETIVE (blue) and one level three GLOBAL (golden)
ASSIGNMENT F7 BEYOND THE TEXT

READINGS: Lord Byron & Percy Bysshe Shelley (40 points)

When you turn in this assignment, your assignment should look like this:

<table>
<thead>
<tr>
<th>A. LORD BYRON (10 points)</th>
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<tbody>
<tr>
<td>1. Read about Lord Byron, pp. 624-625 LBT. Jot down some notes (3 pts).</td>
</tr>
<tr>
<td>2. Read Lord Byron's poem, &quot;She Walks in Beauty&quot; (p. 626 LBT) and answer SQ's 1-4 p. 626 (4 points).</td>
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<td>1. __________________________________________________________________________</td>
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<td>2. __________________________________________________________________________</td>
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<td>3. __________________________________________________________________________</td>
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<td>4. __________________________________________________________________________</td>
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</tbody>
</table>
| 3. Re-read the articles given to you on Prometheus and actively read Byron's poem "Prometheus."
| 4. Under the four "She Walks in Beauty" SQ's, jot down how Byron's poem "Prometheus" and as well as "She Walks in Beauty" relate to Frankenstein (3 pts). |

<table>
<thead>
<tr>
<th>B. PERCY SHELLEY INTRO &amp; “Ozymandias” (15 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read about Percy Bysshe Shelley and odes, pp. 636-637, LBT. Jot down a few notes (3 points).</td>
</tr>
<tr>
<td>2. Read Shelley's poem, &quot;Ozymandias&quot; (p. 638 LBT) and answer SQ's 1-5 p. 638 (5 points).</td>
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<td>1. __________________________________________________________________________</td>
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<td>2. __________________________________________________________________________</td>
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<td>3. __________________________________________________________________________</td>
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<td>4. __________________________________________________________________________</td>
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<td>5. __________________________________________________________________________</td>
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<tr>
<td>3. Then, look up the word &quot;mutability.&quot; Write down this word and its definition under your SQ’s on &quot;Ozymandias.&quot; (1 pt.)</td>
</tr>
</tbody>
</table>
4. Read both Shelley's and Wordworth's poems, both called "Mutability." Compare and contrast the two poems under your definition of "mutability. (3 points)


6. On the back of your page of SQ's and ideas about the two poems called "Mutability," discuss how both "Ozymandias" and both versions of "Mutability" may relate to *Frankenstein*. (3 points)

C. PERCY SHELLEY'S “Ode to the West Wind” OR “To a Skylark” (15 points)

1. Read Shelley's poem, "Ode to the West Wind" (pp. 640-643 *LBT*) and Shelley's poem, "To a Skylark" (pp. 644-647 *LBT*).
2. Choose ONE of the two poems to do study questions.
3. Do either SQ's 1-8 p. 643. (8 pts) for “Ode to the West Wind” or SQ's 1-8 p. 647. (8 pts) for “To a Skylark.” Make sure you write down the title of the poem you used.

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3. Under the SQ's, write a response to this poem (3 pts.)

4. Finally, jot down how this poem may relate to *Frankenstein*. (3 pts.)
Read chapters 11-16 of the Creature’s Narrative

- Green CSCC text: pp. 92-124
- Orange Signet text: pp. 84-123
- Signet Classic text: pp. 84-123

As you read, jot down information about the characters in a “Character Chart” and the page number where each first appears/is mentioned.

Do FIG QUESTIONS & ANSWERS in the FIG packet—one level one FACT (pink), one level two INTERPRETIVE (blue) and one level three GLOBAL (golden)
ASSIGNMENT F9  Frankenstein BEYOND THE TEXT
READINGS: MILTON and FAUST  (40 points)

When you turn in this assignment, your assignment should look like this:

A. MILTON AND SONNETS

1. Read about John Milton on p. 404. Jot down some notes. (3 points)

2. Read Milton's sonnet "When I Consider How My Light is Spent" (p. 406 LBT) - Answer study questions 1-7 listed on p. 406. (7 points)

1. ____________________________________________________
2. ____________________________________________________
3. ____________________________________________________
4. ____________________________________________________
5. ____________________________________________________
6. ____________________________________________________
7. ____________________________________________________

3. Read Milton's sonnet “On His Having Arrived at the Age of Twenty Three” (p. 408 LBT) - Answer your study questions 1-13 listed on p. 409. (13 points)

1. ____________________________________________________
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10. ____________________________________________________
11. ____________________________________________________
12. ____________________________________________________
13. ____________________________________________________
B. **PARADISE LOST** (10 points)

1. Read from Milton's poem, "Paradise Lost" (pp. 411-418 LBT)
2. Answer SQ's 1-12 p. 419. (12 points)

   1. 
   2. 
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   10. 
   11. 
   12. 

C. **FAUST** (15 points)

1. Read about Goethe's *Faust* pp. 676-677, LBT. - Jot down some notes. (4 points)

2. Read about Christopher Marlowe and about the Faust legend, pp. 208-209 LBT.
   Jot down some notes. (3 points)

3. Read from "The Tragical History of Doctor Faustus" pp. 210-212, LBT.
4. Do SQ's 1-8 on p. 213. (8 points)

   1. 
   2. 
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   7. 
   8. 
READINGS: CHAPTERS 11-16 CHOICE ARTICLES (5 points)

When you turn in this assignment, your assignment should look like this:

**CHOICE A. SIMMONS’ ARTICLE (5 pts.)**
Read Eileen A. Simmons' article, "Frankenstein for the Twenty-First Century: An Exploration of Contemporary Issues" AND jot down a page of notes. Be sure to record any ideas this article gives you for the position paper or which seem otherwise valuable. (5 pts.)

**CHOICE B. CANTOR & MOSES’ ARTICLE (5 points)**
Read Paul A. Cantor and Michael Valdez Moses' article, "Teaching Frankenstein from the Creature's Perspective" AND jot down a page of notes. (5 pts.)
When you turn in this assignment, your assignment should look like this:

**JOURNAL: M.I.B. and M.I.M. (Most Important Books & Movies 10 pts.)**

In chapters 11-16, the creature identifies 4 books that have had a profound influence on him. Interview 3 other people (representing 4 different decades of life and who are preferably from different "walks" of life). You are also to include (as the 4th person) your own list! Ask what the personal "top four" books and "top 4" movies would be. By "top," I mean books & movies which have profoundly affected them or which have such powerful messages that they are books/movies others must read/see, too, or are so vital to a culture that if all other books/movies suddenly disappeared, these would be the last four chosen to remain in existence. Be sure to write up the criteria/reasons each person gives for each book/movie and what the book/movie is all about.

Set it up like this:

<table>
<thead>
<tr>
<th>person interviewed--age, descriptions, etc.</th>
<th>Most important books &amp; why</th>
<th>Most important movies &amp; why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. blienw because . . .</td>
<td>2. bkklkln because . . .</td>
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<td></td>
<td>3. pppoyudkn because . . .</td>
<td>3. wwwwchpon because . . .</td>
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<td></td>
<td>4. qwevn because . . .</td>
<td>4. bjjkelsicn because . . .</td>
</tr>
<tr>
<td>2. mom--age 47, B.A. in business, works as a buyer at Best Buy, loves crafts and cycling, loves to travel, dream is to live in Italy for a year</td>
<td>1. the Bible because . . .</td>
<td>1. A Clockwork Orange because . . .</td>
</tr>
<tr>
<td></td>
<td>2. bjdlpon because . . .</td>
<td>2. Beowulfsssg because . . .</td>
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<td></td>
<td>3. aecho:vn0i because . . .</td>
<td>3. aaoakdon because . . .</td>
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<td></td>
<td>4. nboppndp because . . .</td>
<td>4. hamletiohveo because . . .</td>
</tr>
<tr>
<td>4. my Grandma Marquard--aoe</td>
<td>1-4. Gone With the Wind because . . .</td>
<td>1-4. Run, Lola, Run because . . .</td>
</tr>
</tbody>
</table>
ASSIGNMENT F12: Frankenstein

READING: VICTOR’S NARRATIVE Chapters 17-21

Read chapters 17-21 of Victor’s Narrative

- Green CSCC text: pp. 124-155
- Orange Signet text: pp. 138-175
- Signet Classic text: pp. 124-162

As you read, jot down information about the characters in a “Character Chart” and the page number where each first appears/is mentioned.

Do FIG QUESTIONS & ANSWERS in the FIG packet—one level one FACT (pink), one level two INTERPRETIVE (blue) and one level three GLOBAL (golden)
**ASSIGNMENT F13 Frankenstein BEYOND THE TEXT**

**READINGS:**

**CHAPTERS 17-21 WORDSWORTH & BACKES ARTICLE** (15 pts)

When you turn in this assignment, your assignment should look like this:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Read about Wordsworth on pp. 578-579 <em>LBT</em>. Jot down some notes. (3 points)</td>
</tr>
<tr>
<td>B.</td>
<td>Read Wordsworth's poem, &quot;Lines Composed a Few Miles Above Tintern Abbey (p. 580-585 <em>LBT</em>) and answer SQ's 1-6 p. 585 (6 points)</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>C.</td>
<td>Read Wordsworth's poem, &quot;The World is Too Much With Us&quot; (p. 589 <em>LBT</em>) and answer SQ's 1-4 p. 589. (4 points)</td>
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<tr>
<td>1.</td>
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<td>4.</td>
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<tr>
<td>D.</td>
<td>Read Anthony Backes' article, &quot;Revisiting Frankenstein: A Study in Reading and Education.&quot; As you read, jot down information which struck you as interesting, important, etc., or which might be valuable for the POSITION PAPER. (2 points)</td>
</tr>
</tbody>
</table>


ASSIGNMENT F14  *Frankenstein* READING:
Chapters 22-24 (stop before Walton’s Letter 4)

Read chapters 22 to almost all of 24 of VICTOR’S NARRATIVE

**NOTE PAGE NUMBERS! DO NOT FINISH THE BOOK.**

- green CSCC text: pp. 155-174
- orange Signet text: pp. 177-199
- Signet Classic: pp. 163-186

As you read, jot down information about the characters in a “Character Chart” and the page number where each first appears/is mentioned.

Do FIG QUESTIONS & ANSWERS in the FIG packet—one level one FACT (pink), one level two INTERPRETIVE (blue) and one level three GLOBAL (golden)
When you turn in this assignment, your assignment should look like this:

A. Read about John Keats, pp. 650-651, *LBT*. Jot down some notes. (3 pts)

B. Read Keats' sonnet, "When I Have Fears That I May Cease to Be" (p. 655 *LBT*). Do SQ's 1-5, p. 655. (5 pts)

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________

C. Read Keats' poem, "Ode on a Grecian Urn," (pp. 662-664 *LBT*). Answer SQ's 1-7 p. 664. (7 pts)

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________
6. ______________________________________________________________________
7. ______________________________________________________________________
ASSIGNMENT F16  *Frankenstein*  READING: THE END OF LETTER 4 OF WALTON’S NARRATIVE

- Green CSCC text: pp. 174-185
- Orange Signet text: pp. 199-211
- Signet Classic text: pp. 186-198

As you read, jot down information about the characters in a “Character Chart” and the page number where each first appears/is mentioned.

Do FIG QUESTIONS & ANSWERS in the FIG packet—one level one FACT (pink), one level two INTERPRETIVE (blue) and one level three GLOBAL (golden)
<table>
<thead>
<tr>
<th>GROUP A MILLER</th>
<th>GROUPS B BLOOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Miller's &quot;Foreward: The Future of <em>Frankenstein</em>&quot; (pp. v-xviii in Signet Classic). Take at least one side of a page of notes.</td>
<td>Read Bloom's &quot;Afterward: The Future of <em>Frankenstein</em>&quot; (pp. 199-210 in Signet Classic) or pp. 212 in orange Signet text). Take at least one side of a page of notes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP C DANTE</th>
<th>GROUP D LIT THEORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Dante's <em>Inferno</em>, canto 26. Then go back to the novel and reread the speech Frankenstein gives Walton's men (p. 178 green / pp. 203-204 orange / pp. 190-191 Signet paperback). What motivates Victor's desire for knowledge compared to what motivates Ulysses? In at least a page, compare and contrast Ulysses' speech with Victor Frankenstein's speech. How does this relate to <em>Frankenstein</em>?</td>
<td>Ask your teacher for one of the literary theory articles (choices are these: reader response, Marxist, psychoanalytic, and feminist) about <em>Frankenstein</em>. Respond to the article in at least a page.</td>
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<tr>
<th>GROUP E POTLUCK!</th>
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<tbody>
<tr>
<td>POTLUCK! Read one of these selections by Anne Mellor: &quot;Frankenstein and the Sublime&quot; or chapter 4 &quot;Promethean Politics&quot; or her chapter 7 &quot;Problems of Perception&quot; (from her book <em>Mary Shelley: Her Life, Her Fiction, and Her Monsters</em>) or Kenneth Branagh’s article “Frankenstein Regained” or another article your teacher might have dug up for you! Respond to your selection in at least a page.</td>
</tr>
</tbody>
</table>
Assignment F18: LOGIC FOR POSITION PAPER

You are to now begin working on the position paper in earnest. Hopefully, you have done some preliminary research on your topic and begun to find information brought up in Frankenstein which can be used in your paper.

The purpose of this next part of this assignment is to learn (or review) some writing strategies which are necessary components of position papers: the use of logic to support an argument and how to write persuasively.


1. Read chapter 8, "Logic and Writing," (pp. 236-252) in the gray 12th grade edition of the book
2. English Writing Skills. As you read, take at least two sides of a page of notes (worth 10 pts.) and do the exercises listed below.

Do the following exercises:

- Writing Practice #1 (pp. 239-240)--do odds or evens (your choice) (worth 5 pts.)
- Writing Practice #2 (p. 241)--choose only ONE of the three situations given (worth 7 pts.)
- Writing Practice #3 (p. 245)--choose any THREE of those statements given (worth 3 pts.)

NOTE: You will be turning the Writing Practices in with your notes.

LOGIC HW GRADING SLIP (to attach to your HW):

Name ______________________ Hr.___ Due ______

F18 Logic Homework

<table>
<thead>
<tr>
<th>Chapter 8 notes (2 sides—236-252)</th>
<th>/10 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 239 WP #1 (do 5-odds or evens)</td>
<td>/ 5</td>
</tr>
<tr>
<td>p. 241 WP #2 (7 Q’s-choose 1 topic)</td>
<td>/ 7</td>
</tr>
<tr>
<td>p. 245 WP #3 - 3 statements</td>
<td>/ 3</td>
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<tr>
<td></td>
<td>/25</td>
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</tbody>
</table>
Assignment F19: PERSUASIVE WRITING FOR POSITION PAPER

PERSUASIVE WRITING (WORTH A TOTAL OF 30 points)

The purpose of this next part of this assignment is to learn (or review) some writing strategies for writing persuasively.

1. Read chapter 9, "Persuasive Writing," (pp. 258-275) in the gray 12th grade edition of the book English Writing Skills. As you read, take at least two sides of a page of notes (worth 10 pts.).

2. Do the following exercises:
   - Do Writing Practice #1 (p. 262)--you need to find only ONE ad to attach to this Writing Practice #1 (a product ad or a public relations ad) (worth 5 pts.), and
   - Writing Practice #2 (p. 264) (worth 4 pts.), and
   - Writing Practice #3 (p. 266) (worth 4 pts.), and
   - Writing Practice #4 (p. 269)--Choose either ONLY ONE of the topics given in the gray book or choose a Frankenstein position paper topic. (worth 1 pt.)

   You will be turning in these writing practices with your notes.

3. After reading the model persuasive essay on pp. 273-274, answer the 6 "Think and Discuss" questions on p. 275. (worth 6 pts.)

PERSUASIVE WRITING HW GRADING SLIP
(to attach to your HW):

Name ______________________ Hr. ___ Due______

F19 Persuasion

Chapter 9 notes (2 sides—258-275) /10 pts.
p. 262  WP #1 - w/ad + 4 Q’s ___ / 5
p. 264  WP #2 - loaded words ___ / 4
p. 266  WP #3 – propaganda ___ / 4
p. 269  WP #4 – only 1 proposition ___ / 1
p. 275  6 Think & Discuss Questions ___ / 6
(after reading pp. 273-4 Model Persuasive Essay)
_____/30
Assignment F20: PPP Position Paper Planning Sheet and OUTLINE

Now would be a good time to go reread the packet outlining the position paper. It is time to decide on the following:

- your **PROPOSITION** (see pp. 267-269)
- a **list of arguments** for your position
- a **list of opposing arguments** you'd predict the other side may come up with.

You will turn these ideas in formally by completing the “PPP” or Position Paper Planning sheet (below). This is due approximately one week before the final paper is due. Ask your teacher for the exact due date for this.

**NOTE:** You will also be required to do a formal outline for this paper.
Position Paper Planning (PPP) Sheet

1. Which **topic** are you doing? __________________________________________________________

2. State your **position**
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Describe your **specific audience**.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Why would this audience have interest in your position?
   __________________________________________________________
   __________________________________________________________

4. What **concrete action** do you want your audience to perform as a result of reading your paper and adopting your side?
   __________________________________________________________
   __________________________________________________________

Why?
   __________________________________________________________
5. What arguments/reasons have you found thus far? BE VERY SPECIFIC!

<table>
<thead>
<tr>
<th>Arguments which support my thesis</th>
<th>Opposing side arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>etc</td>
<td>etc</td>
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6. ADV. 12 ONLY: How are you thinking of using/connecting [Frankenstein] in this paper?

__________________________________________________________________________
__________________________________________________________________________

7. Any questions for the teacher so far?

__________________________________________________________________________
__________________________________________________________________________

8. What is your next step?

__________________________________________________________________________
__________________________________________________________________________