



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي  
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

<b>Subject</b>	<b>English Literature</b>
<b>Class/ Section</b>	<b>9A-F</b>
<b>Week</b>	<b>Week-4- Lesson 1 -4</b>
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>4</b>
<b>Unit/Topic</b>	<b>Prose- Frankenstein</b>
<b>Key Vocabulary</b>	
Lessons 1 Live Zoom lesson  Lesson 2-4 Live Zoom Lesson	<b><u>Lesson 1-Unseen Poetry Assessment</u></b> <b><u>Specific Learning objectives</u></b> <ul style="list-style-type: none"><li>Analyse language, form and structure use by the poet to create meaning and effect</li><li>Maintain a critical style and develop informed personal response</li></ul> <b><u>Success Criteria:</u></b> <ul style="list-style-type: none"><li>Explain the use of literary and structural devices used in a poem and the effect it creates</li><li>Understand how meaning is created through implicit presentation of ideas</li><li>Comment with a critical eye on the poet's success in imparting meaning</li></ul> <b><u>Specific Intended Learning Outcomes</u></b> <ul style="list-style-type: none"><li>Understand how form language and structure is explored in poetry.</li><li>Recognise the essential features of genre. (Themes, ideas, symbols, descriptions etc</li><li>Comment on the language used by the poet to create</li></ul>

meanings and effects

### **Lesson 2-4**

#### **Specific Learning objectives**

- Demonstrate understanding of the significance and influence of the contexts in which 'Frankenstein' was written and received
- Articulate creative, informed and relevant responses to 'Frankenstein'
- Demonstrate critical understanding in analysing the ways in which language, structure and form shape meaning in 'Frankenstein'

#### **Success Criteria:**

I can demonstrate understanding of the significance and influence of the contexts in which *Frankenstein* was written and has been received.

#### **Specific Intended Learning Outcomes**

Students will be able to;

- To explore the features of Gothic horror and Romance
- To explore the circumstances which led to the idea of writing Frankenstein

### **Tasks**

#### **Lesson 1**

##### **Task-1**

English Literature Unseen Poetry Assessment- 45min

#### **Lesson 2-4**

##### **Task-2**

##### **Group activity: Research work**

Context

Family background and personal life

Students refer back to prior learning and discuss and note down points on:

- the features of romanticism
- writers of the romantic age
- philosophy of the romantics

The Gothic Movement – origins

The Gothic Movement – typical features

The Romantic movement: political

The Romantic movement: literary

The Romantic movement: geographical

Feminism

Science and invention

Reading of the **Preface [by P. B. Shelley, 1818]**

Percy B. Shelley in his preface writes:

***'The event on which the interest of the story depends is exempt from the disadvantages of a mere tale of specters or enchantment.'***

How does this comment on Frankenstein set your expectation before

<p><b>Assessment Criteria/ Essential questions</b></p>	<p>you start reading the book?</p> <p>Students will understand the historical, social and personal context in which the novel was written</p> <ul style="list-style-type: none"> <li>• What account of the origin of the story is revealed in the Introduction?</li> <li>• How Mary's <i>'indulging in waking dreams'</i> contributed to her career as a writer?</li> <li>• Read the following lines from Mary's introduction: <b><i>'I certainly did not owe the suggestion of one incident, nor scarcely of one train of feeling, to my husband, and yet but for his incitement it would never have taken the form in which it was presented to the world.'</i></b></li> </ul> <p>Explain how Percy B. Shelley incites Mary to obtain literary reputation?</p>
<p><b>Resources</b></p>	<p>English Literature Unseen Poetry Assessment- 45min</p>

### Frankenstein: Letters 1-4

**Letter 1:** The novel opens with a letter addressed to 'Mrs Saville, England'. Walton writes: 'You will rejoice to hear that no disaster has accompanied the commencement of an enterprise which you have regarded with such evil forebodings. I arrived here yesterday; and my first task is to assure my dear sister of my welfare and increasing confidence in the success of my undertaking' (p.\_\_).

1. What do we learn about the character of Walton's sister from the opening lines?
2. What do we learn about the character of Walton?

**Letter 2:** Walton writes to his sister: 'I shall satiate my ardent curiosity with the sight of a part of the world never before visited, and may tread a land never before imprinted by the foot of man ... you cannot contest the inestimable benefit which I shall confer on all mankind ... by discovering a passage near the pole ... I preferred glory to every enticement that wealth placed in my path' (p.\_\_).

3. Why is Walton on this journey?
4. What techniques does Shelley use to present Walton's character here?

**Letter 3:** Walton writes: 'Success shall crown my endeavours ... What can stop the determined heart and resolved will of man?' (p.\_\_).

5. What are the connotations of 'crown'?
6. What is the effect of the declarative sentence and the word 'shall'?

**Letter 4:** The fourth letter introduces the creature: 'a strange sight suddenly attracted our attention ... a being which had the shape of a man, but apparently of gigantic stature' (p.\_\_).

7. What techniques does Shelley use here to create suspense?

Victor Frankenstein is also introduced. He is rescued by Walton from an iceberg. Walton views Victor as noble (decide for yourself at the end of the novel whether you think he is presented as noble by Shelley). Walton tells Victor 'how gladly I would sacrifice my fortune, my existence, my every hope, to the furtherance of my enterprise. One man's life or death were but a small price to pay for the acquirement of the knowledge which I sought, for the dominion I should acquire and transmit over the elemental foes of our race' (p.\_\_).

8. How is Walton's character presented here? Comment on the techniques used by Shelley.

Walton says that Victor is in despair; however, 'The starry sky, the sea, and every sight afforded by these wonderful regions, seems still to have the power of elevating [Victor's] soul from earth' (p.\_\_).

9. Comment on the techniques used here and the effect.

#### Walton's frame narrative

- Frame narrative – reported verbatim, second-hand
- Inspired by Coleridge – rime, and the idea of the listener. Sense of warning?
- Parody of romantic explorer? Although ambitious nature of undertaking to be noted – 1831 was the first successful polar expedition
- Within the epistolary tradition
- Mrs Saville: female passive listener; no response
- Male explorer – mirror for Victor Frankenstein
- Add verisimilitude to the narrative
- False alarm; typical polar narrative/ explorer story. We get a journey narrative certainly, but not necessarily the one we might expect

#### First six paragraphs

1. I have arrived in St Petersburg and am well
2. Driven by dreams of wonderful discover and hope of bringing benefits to humanity
3. Enthusiastic/ fulfilling childhood dreams
4. Initially hoped to be a poet, but failed at this
5. Inherited money, returned to dream of expedition
6. I deserve to succeed but feelings are changeable; often depressed and lonely

#### Analysis

- Narrative develops ideas/ sense of reflection and development; letter writing a solipsistic act
- Consciously constructing an argument; sense of justification (but also suggestion that Margaret doesn't agree with her brother 'evil forebodings')
- Self-absorbed; predicts sister's reactions 'you will rejoice' 'you cannot contest'
- Change in sentence styles; quick moving thoughts/ attempting flair with language
- He is always the main actor/object in sentence 'I arrived' 'I felt a little proud'
- Suspect connections of ideas though – false cause and effect (later seen in Victor). Sense of doubt: 'my courage and resolution is firm; but my hopes fluctuate and my spirits are often depressed'
- Diction can be emotive/ grandiose
- Imagery linked to sublime – mixed metaphors provide comedy
- Solipsism demonstrated through frequent repetition of 'I' 'me' 'my'
- Religious allusions 'raised to heaven' 'paradise' – over-reaching
- Repetition of the word 'enticement' > questionable motives, associated with pleasure. Sexual language; 'satiated' 'fever' 'ardent' > words that will echo later in Victor's narrative
- Insecurity evident though: failure as a poet, desire to silence his own doubts? Although, arguably, he proves himself to be a poor writer in these letters? Motives to achieve a quasi-divine glory are questionable. Talks about living in a 'Paradise of my own creation' aspiring to be like Homer and Shakespeare. Failure of the imagination. Is there a link between poetry and exploration?
- Unsettling framing device – reader arguably Mary Saville, clearly representative of civilised, domesticated audience; it encourages us to adopt a sceptical, feminine approach to the story. Highlights contrast between perilous explorer and unknown land
- Takes responsibility as creator: re-animating Frankenstein's narrative?