**MARY SHELLEY’S FRANKENSTEIN**

**WebQuest Description:** After reading this classic, students will go further deep into the main topic and create their own tales book.

**Grade Level:** College / Adult  
**Curriculum:** Foreign Language  
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**Introduction**

You are working for the most prestigious literature publishing house of Europe. In two years time the world will be celebrating the anniversary of the first edition of Frankenstein, and the chairman wants you to prepare a special edition to pay tribute to Shelley’s most famous work. The book won’t have the same text as the first edition. We will honour the original book making a new one. This will be your main task. For being able to do your task, you need to explore different aspects on the novel, the period and the main themes. Be ready to be original, thought-provoking and creative.

**Tasks**

How are you going to deal with all these things? You will be working in five different groups (the publishing house sections). Each group has to cover the following tasks. Read carefully all the information.

**GROUP 1: SCIENCE FICTION**

1. **Task 1:** Frankenstein is considered the first science fiction story. You have to explore and investigate to come up with a definition of the genre and two more examples in literature and in cinema.
2. **Task 2:** After you have developed a definition on the genre, write your own science fiction tale.

**GROUP 2: GOTHIC LITERATURE**

1. **Task 1:** Gothic Literature is a specific form of literature that lends itself to the Frankenstein story. Develop a definition for this genre and evaluate why Frankenstein is considered a Gothic novel.
2. **Task 2:** Now that you know all about this specific literature genre, write your own Gothic tale using all the elements you have learnt.

**GROUP 3: GOTHIC LITERATURE**

1. **Task 1:** The Prometheus Myth was Mary Shelley's alternative title for the novel. Find out what the Prometheus Myth is and how it might relate to Frankenstein’s monster.
2. **Task 2:** Think and write your own myth tale using all the different parts and issues needed to make a tale be considered a myth.

**GROUP 4: THE ROMANTIC MOVEMENT**

1. **Task 1:** The Prometheus Myth was Mary Shelley's alternative title for the novel. Find out what the Prometheus Myth is and how it might relate to Frankenstein’s monster.
2. **Task 2:** Many of the main ideas behind the Romanticism can be seen in Frankenstein. Although the darker motifs of Mary Shelley’s work may not seem to conform the brighter tones of her contemporary friends.

**GROUP 5: SCIENTIFIC BACKGROUND**

1. **Task 1:** Victor Frankenstein studies the nature of human life until he is able to create the life of his monster. Now, you will assume the role of a scientist to research and engage the process of creation. Study the topic of raising from dead during Mary Shelley's period. Evaluate the scientific contest in Frankenstein, pointing out the main elements.
2. **Task 2:** Since you have researched the secrets of creating and altering life, you now have the power to create your own monster.

**Process**

You have to prepare a power point or a prezi to be presented in front of the class, adding all the information in a consistent and understandable way. This presentation shouldn't be longer than 6 minutes. You will need: laptops, headphones, a pen/a pencil, a notebook... Here are some tips and useful links to develop your tasks.

**GROUP 1: SCIENCE FICTION**

1. After you have prepared the power point or the prezi, you can start writing your own science fiction tale.

**GROUP 2: GOTHIC LITERATURE**

1. After you have prepared the power point or the prezi, you can start writing your own Gothic tale.

**GROUP 3: GOTHIC LITERATURE**

1. After you have prepared the power point or the prezi, you can start writing your own myth tale.

**GROUP 4: THE ROMANTIC MOVEMENT**

1. After you have prepared the power point or the prezi, you can start writing your own Romantic tale.

**GROUP 5: SCIENTIFIC BACKGROUND**

1. After you have prepared the power point or the prezi, you can start writing your own scientific tale.

Task 2: Tale process
You may imitate or parody the literary elements associated with your theme. It could take the form of a poem, a storyboard or a skit... It should be 2 papers long (300-400 words) or 10 storyboard frames in length. It should feature between 6-10 elements derived from your research. It should include the basic story elements: characters, plot, setting, theme, style... It should follow the basic narrative story sequence or story plot pattern: introduction, rising action, climax, falling action and conclusion-ending.

GROUP 5 - SCIENTIFIC BACKGROUND

Task 1
Identify and describe Luigi Galvani, the Galvanism and his discoveries which are relevant to the novel. Identify two examples of attempts to raise the dead from Shelley's life and connect them to the novel. Identify and define the following terms and people: Cornelius Agrippa, Paracelsus, Albertus Magnus, Philosopher's stone, Elixir of Life and alchemy. Focus on how they relate to creating life and contrast them to the novel. Don't worry about the intricate details of people's life.

http://www.levity.com/alchemy/home.html
www.thebakken.org

Task 2: To create your monster
List and consider ideal attributes for a person (a woman and a man). Prepare a list with 5 ideal physical characteristics for each and 5 ideal personality traits. Defend why you think each one is valuable enough to be included in your creation of the perfect human. Choose traits and defend them thoughtfully on a report, so you want to be able to convince your monsters are, in fact, ideal human beings. Search the Internet for images that can represent each trait individually (they can be literal or symbolic). Save these images. Make a digital collage: paste and edit the size of the photos to make sure they all fit on a single page. Present them in a creative composition and print them to be presented to the class. Those will be the covers of the book.

Evaluation

Your project will be evaluated as a group effort. Although individual categories may reflect individual roles, each group member is expected to participate in all aspects of creation and production. Motivation, participation, responsibility, collaboration, interest, good use of language both orally and writing, will be taken into account. Rubric will be given for each student in order to follow personal supervision.

Conclusion

'This was then the reward of my benevolence! I had saved a human being from destruction, and as a recompense I now writhed under the miserable pain of a wound which shattered the flesh and bone. The feelings of kindness and gentleness which I had entertained but a few moments before gave place to hellish rage and gnashing of teeth. Inflamed by pain, I vowed eternal hatred and vengeance to all mankind.'

Teacher Page

Standards
Credits
Other