

Name: _____ Date: _____

Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

Directions: Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

Clues	Inference
<p>1. In Scene 1, Victor Frankenstein's creation stirs to life:</p> <p>SD2: Victor jumps back, a look of disgust on his face. Victor: Watery yellow eyes, sallow skin, misshapen arms and legs . . . You . . . you were supposed to be beautiful . . . but . . . SD3: Another clap of thunder! Victor: You are hideous! SD1: Victor runs out of the room and the lights fade.</p>	<p><i>What do these lines reveal about how Victor feels about the creature?</i></p> <p>These lines reveal that Victor is sickened and appalled by the creature he created. When he first sees the creature, he jumps back with a "look of disgust." These lines also reveal Victor's disappointment in his creation. He calls the creature "hideous" and says that it was "supposed to be beautiful."</p>
<p>2. <i>Find two lines that support the inference on the right.</i></p>	<p>The creature wants to be loved and accepted by Victor.</p>
<p>3. In Scene 5, the creature is secretly watching the De Lacey family:</p> <p>Shelley: Day after day, the creature watches the family. He learns to speak by listening to them. He grows fond of them and secretly does them favors.</p>	<p><i>What do these lines reveal about the creature?</i></p>

Clues	Inference
<p>4. Find two moments in the play that support the inference on the right.</p>	<p>The creature committed evil acts because people rejected him and treated him cruelly.</p>

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Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of Scene 1 of *Frankenstein*.

SD1: From the darkness comes a deafening crash of thunder and a flash of lightning.

SD2: The curtain rises, and a spotlight reveals Mary Shelley, our storyteller, standing in a corner.

Mary Shelley: Long ago, in the German town of Ingolstadt [ING-guhl-shtaht], a young scientist had a dream.

SD3: The stage lights slowly come up on Victor Frankenstein standing in his cluttered laboratory. Candles struggle to illuminate the gloom.

SD1: Victor is surrounded by body parts—legs, arms, heads, eyeballs.

SD2: On the table before him is the body of an enormous man. He is 8 feet tall.

SD3: Shelley slowly walks across the stage. Victor does not see her.

Shelley: For two years, Victor Frankenstein has been collecting bones and organs, stitching together muscles and arteries. He has been constructing this creature from a collection of corpses.

SD1: Rain lashes against the roof.

Shelley: And now, in the dead of night, his quest to create a living human being is nearly complete.

Victor (*whispering*): Will nature reveal to me the secrets of life?

SD2: The candles flicker.

Victor (*louder*): If my experiment is a success . . .

SD3: Wind rattles the window.

Victor (*very loud*): . . . I will be able to bring back the dead!

SD1: Thunder rumbles through the room.

Victor (*shouting*): And a new species will bless ME as its creator. ME!

SD2: Lightning cracks violently, shaking the table.

SD3: Just then, the creature opens his eyes and parts his lips.

Creature (*gasping for breath*): Guuuuh!

SD1: The creature’s limbs twitch.

SD2: Victor jumps back, a look of disgust on his face.

Victor: Watery yellow eyes, sallow skin, misshapen arms and legs . . . You . . . you were supposed to be beautiful . . . but . . .

SD3: Another clap of thunder!

Victor: You are hideous!

SD1: Victor runs out of the room and the lights fade.

1. In the box below, write one or two words that describe the mood of Scene 1:

Now let’s look at what creates this mood.

2. Plot

Briefly explain how what is happening helps create the mood you identified.

3. Setting

Think about where the action takes place. How does this contribute to the mood?

4. Dialogue

What the characters say and how they say it helps create the mood.

UNDERLINE at least three lines of dialogue in the scene that help create the mood you identified.

5. Word Choice

Look at all the vivid verbs the playwright uses! These verbs help create the mood.

CIRCLE at least five verbs in the scene that help create the mood you identified.

6. Imagery

The imagery the playwright uses also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

PLACE A STAR NEXT TO at least three sensory details in the passage that help create the mood you identified.

7. Set the Mood

Imagine that you are the set designer for a theater that plans to put on this play. Write an email explaining your vision to the rest of your crew—the makeup artists, lighting team, music and sound team, props master, etc.—so that they understand the atmosphere you want to create in Scene 1.

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You'll find out what the marks are for when you read the next page.

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SD1: Victor runs out of the room and the lights fade.

Here are two words that could be used to describe the mood of the scene:

suspenseful, spine-chilling

Something *spine-chilling* makes you feel terrified excitement. It sends shivers up your back.

Now let's look at what creates this mood.

1. Plot

Complete the sentences below to explain how what is happening in the scene helps create the suspenseful and spine-chilling mood.

In this scene, Dr. Victor Frankenstein is trying to _____.
_____. This is a _____ situation.

2. Setting

Complete the sentences below to explain where the action is happening and how this helps create the mood.

This action takes place in a _____.
_____. This setting adds to the suspenseful and spine-chilling mood because _____.

3. Dialogue

What the characters say and how they say it helps create the mood.

We underlined one line of dialogue that helps create the suspenseful and spine-chilling mood. **UNDERLINE** two more lines of dialogue that do this.

4. Word Choice

Look at all of the vivid verbs the playwright uses! These verbs help create the mood.

We circled one verb that helps create a suspenseful and spine-chilling mood. **CIRCLE** at least three more vivid verbs.

5. Imagery

The imagery the playwright uses also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—also known as sensory details.)

We placed a star by one sensory detail that helps create the suspenseful and spine-chilling mood. **PLACE A STAR** by at least two more sensory details.

6. Set the Mood

Imagine that you are the set designer for a theater that plans to put on this play. Write an email explaining your vision to the rest of your crew—the makeup artists, lighting team, music and sound team, props master, etc.—so that they understand the atmosphere you want to create in Scene 1.



Frankenstein

Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. New technologies and scientific discoveries are always good for society.		
2. Robots could someday become more powerful than the humans who created them.		
3. We should continue to develop smarter and smarter artificial intelligence.		
4. There should be no limits on what science can explore.		
5. Everyone needs and deserves love and acceptance.		
6. We are not born who we are. We are made who we are by our upbringing and experiences.		
7. Not considering the consequences of our actions can be dangerous.		
8. People make assumptions about others based on their appearance.		
9. Sometimes people fear those who are different from them.		

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Close-Reading Questions

Frankenstein

1. In Scene 2, why does Victor hesitate before he opens the door of his building? (inference)

2. In Scene 4, Victor says, “I am the author of a terrible evil.” What does he mean?
(interpreting text)

3. In Scene 6, Mr. De Lacey says, “Most people are friendly—unless they are blinded by prejudice.” What kind of prejudice do people have against the creature?(key ideas)

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Critical-Thinking Questions

Frankenstein

1. Is Victor right to refuse to make a companion for the creature?
2. The creature says that he's evil because he's unloved. In your opinion, is being treated poorly a valid excuse for the creature's crimes?
3. How might advances in science and technology have inspired Mary Shelley?

4. Should scientists conduct research that could lead to harm as well as to good?

5. What do Frankenstein's creature and the Hulk have in common?

6. Why do you think this story is still popular 200 years later?

Close-Reading Questions

"This Robot Wants to Help You"

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Name: _____ Date: _____

Critical-Thinking Question

"This Robot Wants to Help You"

1. Do you think humanity should continue to develop super-smart artificial intelligence? Why or why not?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Frankenstein Contest

The year is 2050, and a super-intelligent robot has just been created. Should the robot be switched on? Answer from either Frankenstein's or the creature's point of view. Your response may be in the form of a one-page written letter or a one-minute video.

Five winners will get *Scar Island* by Dan Gemeinhart.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Frankenstein Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY November 15, 2018!

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Frankenstein and AI

Directions: Using details from *Frankenstein* and “This Robot Wants to Help You,” fill in the chart below to explore ideas about creating human-like beings. Then use what you wrote to help you respond to the writing prompt on page 19.

	<i>Frankenstein</i>	“This Robot Wants to Help You”
Reasons for Creation	Why does Dr. Frankenstein create the creature?	Why are scientists developing artificial intelligence?
Harm or Possible Harm Caused by Creation	What goes wrong with Dr. Frankenstein’s creation?	What ideas are given about what could go wrong with supersmart AI?

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Frankenstein

Character Thinking Tool

The questions in this activity are about the character of

Dr. Victor Frankenstein

1. Consider Scene 1. How does Victor view himself? How do you view him?

2. In Scenes 1 and 2, what does Victor's response to his experiment reveal about him as a person?

3. Remorse is deep regret or guilt for past wrongs. In Scenes 2-4, does Victor feel any remorse? How do you know?

4. Consider Scenes 5 and 6. Did the creature's tale change your initial impression of Victor? Explain.

5. Do you think the story would have turned out differently if Victor had not abandoned the creature? Explain.

6. **A.** In Scene 7, the creature says, “I am evil because I am shunned by the entire world! Should I have no chance for joy?” How does Victor respond to the creature’s request? What does that response reveal about Victor?

B. What does Victor come to realize after what happens in Scenes 8 and 9?

A **static character** does not change in any important way over the course of a story.

7. Is Victor a static character or a dynamic character? Explain.

A **dynamic character** undergoes an important internal change over the course of a story.

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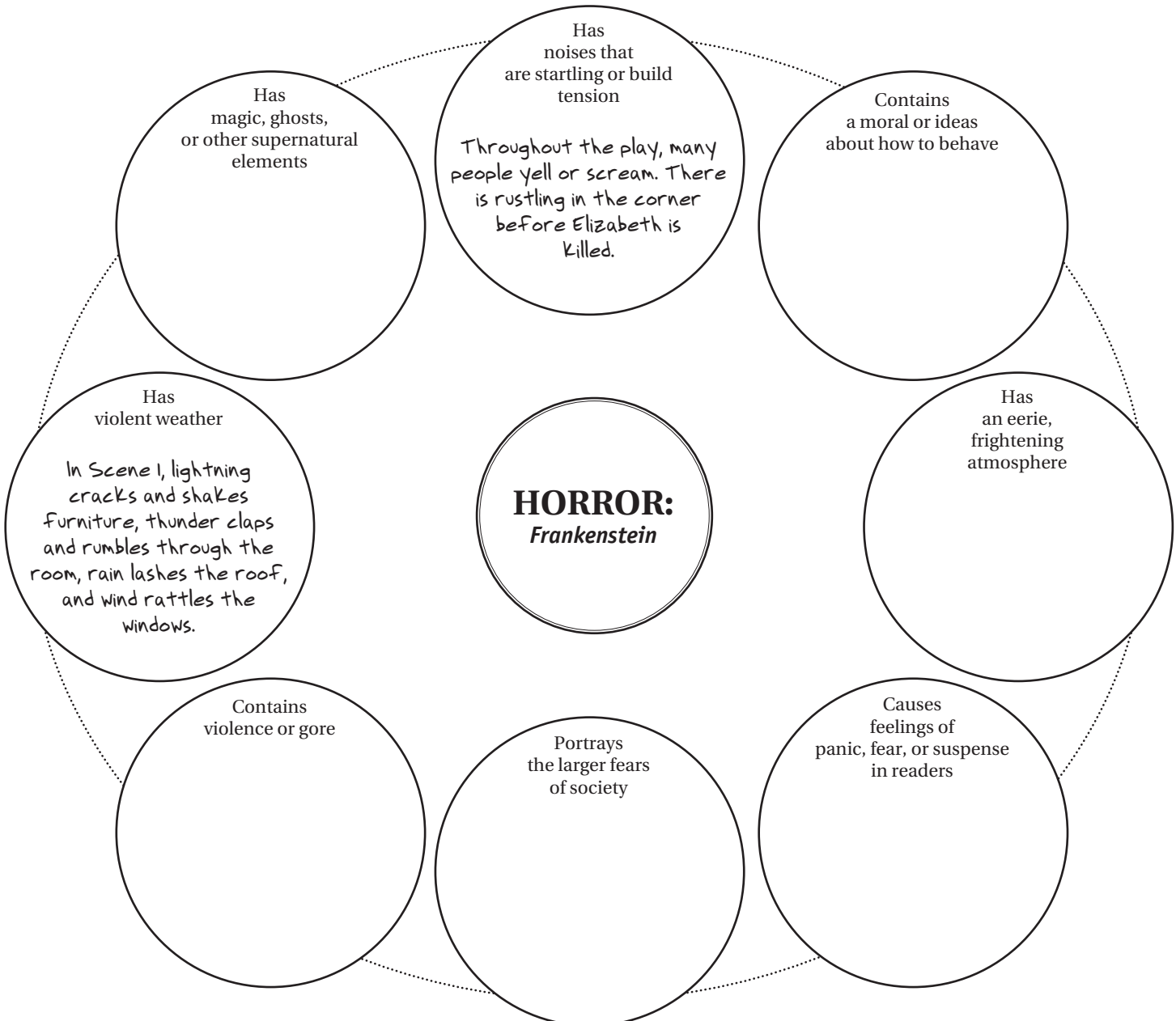
A **genre** is a category of literature or art. Mystery, science fiction, historical fiction, and biography are all genres of literature.

Genre Exploration: *Frankenstein*

Frankenstein belongs to two genres: drama and horror. In this activity, you will focus on what makes it horror.

Directions: The graphic organizer below gives some common characteristics of horror. *Frankenstein* does not have all of these characteristics, but it has many of them. We've explained how the play shows two of these characteristics.

Choose FOUR more characteristics and briefly explain how the play shows those characteristics.



Directions: Answer the questions below.

1. What other stories, plays, or movies have you read or seen that belong to the horror genre?

2. Stories in the horror genre often imply that certain types of behavior are dangerous and should be avoided.

A. What kind of behavior does the play warn against?

B. Do you agree with what the play suggests about how we should behave? Explain.

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Frankenstein Quiz

Directions: Read *Frankenstein* and “This Robot Wants to Help You.” Then answer the questions below.

1. Which detail(s) should definitely be included in a summary of the play? Choose all that apply.

- (A) Victor Frankenstein makes the creature and then abandons him.
- (B) The Hulk is similar to the creature.
- (C) The creature chops firewood for the DeLaceys.
- (D) The creature becomes a murderer.

2. In Scene 4, Victor says he is the “author of a terrible evil.” This line helps readers understand that Victor

- (A) has come to see himself as a monster who deserves everything that happens to him.
- (B) feels responsible for the creature’s crimes and views the creature as a villain.
- (C) realizes that by abandoning the creature, he turned the creature into a monster.
- (D) does not know the extent of the creature’s deeds.

3. In Scene 5, why does the creature tell Mr. De Lacey that he is on his way to visit friends?

- (A) He is talking about visiting the De Laceys, whom he thinks of as friends.
- (B) He is planning to visit Victor and Elizabeth after talking to Mr. De Lacey.
- (C) He needs help finding Victor.
- (D) He is evil and only knows how to lie.

4. At the start of Scene 9, Victor is about to tell Elizabeth that

- (A) he believes the creature must be punished.
- (B) they must run away to escape the creature.
- (C) he created a monster that became a killer.
- (D) he is a failure as a scientist.

5. In Scene 11, the creature seems sad about Victor’s death. Which detail BEST supports this statement?

- (A) The creature decides to spare the captain’s life, which is what Victor would have wanted.
- (B) The creature followed Victor all the way to the Arctic to ask forgiveness.
- (C) The creature talks about love and hate.
- (D) The creature touches Victor’s chest “gently.”

6. Which statement best describes the editorial “This Robot Wants to Help You”?

- (A) The author expresses her opinion that AI should be developed with caution, using *Frankenstein* and expert quotes to support her ideas.
- (B) The author argues that all AI research should be stopped because of what *Frankenstein* teaches.
- (C) The author tells humorous stories about fictional robots.
- (D) The author argues that Stephen Hawking was a better scientist than Victor Frankenstein.

Constructed-Response Questions

Directions: Write your answer in a well-organized response.

7. In Scene 4, Dr. Victor Frankenstein claims that his intentions in making the creature were “noble.” Do you agree? Support your answer with text evidence.

8. How well does the author of “This Robot Wants to Help You” support her opinion about AI? What other details from *Frankenstein* might she have included to strengthen her argument? Use text evidence.

Name: _____ Date: _____

Frankenstein Quiz

Directions: Read *Frankenstein* and “This Robot Wants to Help You.” Then answer the questions below.

1. Which details should definitely be included in a summary of the play? Choose TWO.

- (A) Victor Frankenstein makes the creature and then abandons him.
- (B) The Hulk is similar to the creature.
- (C) The creature chops firewood for the De Laceys.
- (D) The creature becomes a murderer.

2. In Scene 4, Victor says he is the “author of a terrible evil.” He means that

- (A) he should not have written down the formula for creating life because someone could use it for evil.
- (B) he feels responsible for the creature’s crimes.
- (C) he regrets abandoning the creature.
- (D) he hates the creature.

3. In Scene 5, the creature tells Mr. De Lacey that he is on his way to visit friends. By “friends,” he means

- (A) Mr. De Lacey, Agatha, and Felix.
- (B) no one; he is making up an excuse for why he is knocking on the door.
- (C) Dr. Frankenstein.
- (D) sailors on a faraway ship.

4. At the start of Scene 9, Victor is about to tell Elizabeth that

- (A) he believes the creature must be punished.
- (B) they must run away to escape the creature.
- (C) he created a monster that has become a killer.
- (D) he is a failure as a scientist.

5. In Scene 11, the creature touches Victor’s chest “gently.” This detail shows that

- (A) the creature feels only hatred for Victor.
- (B) the creature is afraid of the captain.
- (C) the creature is injured and tired.
- (D) the creature feels tenderness for Victor.

6. Which statement best describes the editorial “This Robot Wants to Help You”?

- (A) The author expresses her opinion that AI should be developed with caution, using *Frankenstein* and expert quotes to support her ideas.
- (B) The author argues that all AI research should be stopped because of what *Frankenstein* teaches.
- (C) The author tells humorous stories about robots.
- (D) The author argues that Stephen Hawking was a better scientist than Dr. Frankenstein.

Constructed-Response Questions

Directions: Write your answer in a well-organized response.

7. Noble means “worthy of admiration” or “showing excellent morals.” In Scene 4, Victor Frankenstein says that his intentions in making the creature were “noble.” Do you agree? Support your answer with text evidence.

8. How well does the author of “This Robot Wants to Help You” support her opinion about artificial intelligence? Use text evidence to support your ideas.

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Vocabulary:

Frankenstein

Go to Scope
Online to listen
to the words
and definitions
read aloud!

1. **abomination (uh-bom-uh-NEY-shuhn)** *noun*; An abomination is something that causes feelings of hatred and disgust—something completely unacceptable. To someone who loves the Earth, the sight of a factory pumping black smoke into the blue sky might be an abomination.
2. **benevolent (buh-NEV-uh-luhnt)** *adjective*; Someone who is benevolent is kind and generous. He or she means well and wants to do good things for others.
3. **entrepreneur (ahn-truh-puh-NOOR)** *noun*; An entrepreneur is a person who starts a business, manages it, and takes risks hoping to make money from the business. But calling someone an entrepreneur doesn't just mean he or she is a business owner; it also implies that he or she is innovative, passionate, and good at taking on difficult or complicated projects.
4. **ghastly (GAST-lee)** *adjective*; Something that is ghastly is frightening, gruesome, or shocking. It would be hard to go back to sleep after waking from a ghastly nightmare in which you only have worms and cockroaches to eat.
5. **muster (MUHS-ter)** *verb*; *Muster* once referred to gathering a group of soldiers together in one place to do something, such as have an inspection or prepare for battle. Today *muster* is used to describe gathering up anything, and as much of it as you can, in order to get something done. Your band teacher might ask you to muster all the students you can find to help him move chairs into the gym for a concert. After standing against the wall at school dance for an hour, you might muster the courage to get out on the dance floor and boogie.
6. **rack (rak)** *verb*; As it used in the play, *rack* means “to strain” or “to cause to suffer physical or mental pain.” If your body is racked by fever, your temperature is extremely high, making you feel awful.

7. sallow (SAL-oh) *adjective*; If a person's skin is sallow, it is pale or yellowish and looks unhealthy. Someone with sallow skin looks as if he or she has lost blood or is tired or sick.

8. shun (shuhn) *verb*; To shun is to avoid, ignore, or reject someone or something. You might decide to shun candy and sugary drinks after having three painful cavities filled at the dentist.

Shun can also have a more specific meaning: to exclude or force someone out of a group, community, or society. This usually happens because someone does something that is not considered acceptable by others. A professional baseball player might be shunned by his fans if he breaks the rules of the sport.

Directions: In the space below and on the back of this page (if necessary), list any other words from the play whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

Frankenstein

Directions: Rewrite each sentence using a form of one of the words in the box. There is one word you will not use.

shun abomination rack benevolent entrepreneur

1. A generous company donated hundreds of books to our school's library.

2. In an effort to get more exercise, Tom decided to avoid elevators and take the stairs instead.

3. "The abuse of animals," said David, "is a horrible and disgusting act."

4. While Jan is excited about her family's first trip on an airplane, her brother is consumed with anxiety.

Directions: Underline the boldfaced word in each pair that best completes the sentence.

5. After staying up gaming all night, Taylor had to **muster/shun** all his energy to stay awake during his brother's piano recital.

6. In the first chapter of the new mystery novel I'm reading, a detective describes the **ghastly/sallow** details of the crime scene.

7. My friend Sarah is a young **abomination/entrepreneur**—she sells cool pencil cases that she makes using empty plastic bottles.

8. William said he felt fine, but his **sallow/benevolent** face told me he was not feeling well.