



St John's Senior School

Subject: English.

Form: First Form.

Teacher/s: Miss Swynnerton, Miss Flynn, Mrs Hingston.

Term: Autumn Term 1.

WEEK	WEEK BEGINNING	Frankenstein the Play	SKILLS
1.	September 7th	<p><i>This scheme should be used in conjunction with selected extracts from Mary Shelley's novel, "Frankenstein".</i></p> <p>Lesson 1: LO: Awareness of the history and features of a typical gothic novel. Explore the rise of interest in the gothic.</p> <p>Mind map gothic elements and develop ideas on the whiteboard. Students develop into their exercise books.</p> <p>Annotate picture of gothic style atmospheric house to include gothic features. Discuss these and explain how this style dominated nineteenth century writing.</p> <p>Read extract from <i>The Castle of Otranto (1764)</i>. (Earliest example of gothic type fiction.) Students annotate for Gothic features.</p> <p>Lesson 2: LO: To be able to utilise features of gothic writing into a creative response.</p> <p>Quick recap of gothic features, particularly the role of pathetic fallacy and setting.</p> <p>Students plan creative response to a piece of writing to feature gothic atmospheric elements. Peer assessment and feedback. Students identify their inclusion of their own elements.</p> <p>Lesson 3: LO: To raise awareness of Mary Shelley and the context for Frankenstein.</p> <ul style="list-style-type: none"> ▪ To understand how the original novel has been adapted into a play by Philip Pullman. 	<p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Characteristics of the Gothic Novel</p> <ul style="list-style-type: none"> • Gloomy, decaying setting (haunted houses or castles with secret passages, trapdoors, and other mysterious architecture) • Supernatural beings or monsters (ghosts, vampires, zombies, giants) • Curses or prophecies. • Damsels in distress. • Heroes. • Romance. • Intense emotions. <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO3: contextual understanding.</p> <p>Mary Shelley created the story on a rainy afternoon in 1816 in Geneva, where she was staying with her husband, the poet Percy Bysshe Shelley, their friend Lord</p>

		<p>Ask students what they recognise from the word drama and what they consider 'dramatic'.</p> <p>Explore the idea that everyday events can be made dramatic by the addition of sound, setting etc. List terminology expected to be associated with drama.</p> <p>Prep: To research and produce a fact sheet for year 7 students on Mary Shelley and her novel Frankenstein.</p>	<p>Byron and Lord Byron's physician, John Polidori. The group, trapped indoors by the inclement weather, passed the time telling and writing ghost stories.</p> <p>Understanding of staging terminology And use of dramatic methods:</p> <p>Dramatic Methods and Structures (A02)</p> <p>Stage Directions. Sound. Setting. Lighting. Character. Act. Scene.</p>
<p>2.</p>	<p>September 21st</p>	<p>Lesson 4:</p> <p>Lo: To understand the function of a Prologue. To understand how this fits with the gothic genre.</p> <p>Shared reading of the text.</p> <p>Discuss and annotate connotations of key words in creating atmosphere and character.</p> <p>Question: How does the prologue create a mysterious and exciting opening?</p> <p>Students respond to question, feedback and model response.</p> <p>Lesson 5:</p> <p>To explore how the stage directions guide the creation of an appropriate set.</p> <p>To develop an awareness of Victorian interest in scientific experiment.</p> <p>Activity Create, draw and label your perfect human being.</p> <p>Shared reading to page 19.</p> <p>Lesson 6:</p> <p>L0: To be able to use prior knowledge to make comparisons.</p> <p>Question:</p>	<p>Identify key words:</p> <p>Prologue. Connotations Pathetic Fallacy Atmosphere</p> <p>PEE/ZAL practise and revision. Point Evidence Explanation Link Analysis Link</p>

		<p>Compare the reactions of Frankenstein and Clerval to the hand. Use PEE\ZAL to develop your response.</p> <p>Include historical context.</p> <p>Revise PEE\ZAL skills</p> <p>Build planning in response to the question. Find quotations to support. Identify dramatic methods to build character understanding.</p> <p>Lesson 7: LO: To build an understanding of character:</p> <p>Read to the end of Act One.</p> <p>Create character Profiles for Frankenstein Clerval Elizabeth.</p> <p>Lesson 8: LO: To revise the skills for diary writing and develop an understanding of empathetic writing.</p> <p>Write Clerval's diary to reflect both his horror and fascination with Frankenstein's experiment.</p> <p>Change the following sentences into more interesting versions using simile, metaphor, hyperbole (exaggeration), and multiple adverbs/adjectives (2 or 3 next to each other). The monster's eyes were.... (metaphor) The oak door was... (multiple adjectives) My mind felt like it was filled with... (simile) Elizabeth was a (metaphor for her appearance) Frankenstein's eyes were wider than (hyperbole)</p> <p>Prep: Draw and label Frankenstein's laboratory Use the stage directions in the first scene to help you.</p>	<p>First person Past tense Simile and metaphor Strong imagery – interesting vocabulary and describe in detail – focus on lots of little descriptions to build a picture.</p> <p>Vary sentence length – long and short for tension and surprise! Hyperbole – exaggeration.</p>
3.	September 28th	<p>Lesson 9 and 10.</p> <p>LO: Understand how the playwright develops the character of the Monster.</p> <p>DISCUSS: WHAT is your opinion of the Monster at the end of Act 1? WHAT does the playwright want the audience to think about the Monster? WHY do you think this – find some EVIDENCE</p>	

		<p>HOW would you make the audience share this opinion on stage?</p> <p>Character Profile for The Monster from Act One.</p> <p>Extended writing.</p> <p>How is Frankenstein’s monster presented at the end of Act One?</p> <p>Shared reading of Act Two.</p> <p>Lessons 11 and 12:</p> <p>L0: To explore how our understanding of the monster changes.</p> <p>Recap events of Act Two:</p> <p>What is your opinion of the Monster at the end of Act 2?</p> <p>Why do you think this? PEE/ZAL</p> <p>What acts of kindness does the Monster perform?</p> <p>Why do you think he does this?</p> <p>Why does the monster decide to become “bad”?</p> <p>Has your opinion of the Monster changed?</p> <p>Create two lists – one based on your feelings at the end of act 1, and the other about what you think now</p> <p>Use quotes and page references as EVIDENCE.</p> <p>Prep:</p> <p>Write a speech the Monster could give to the audience at the end of Act 2</p> <p>Spend time planning what the Monster would want to say:</p> <p>How does he feel about what has happened to him so far?</p> <p>How does he feel about Frankenstein?</p> <p>How does he feel about other characters?</p> <p>What questions might he have? Who might answer these questions?</p>	
4.	October 5 th	<p>Lessons 12 and 13:</p> <p>L0: To develop understanding of plot and character through close reading.</p> <p>To develop skills for writing newspaper articles.</p> <p>Read to the end of Act Three.</p> <p>Plan a front page newspaper article on the murder.</p> <p>Model the style of a newspaper article.</p> <p>use FORMAL language.</p>	<p>Headline – Pun / play on words – grabs attention</p> <p>Use of facts:</p> <p>Interview – quote friends/family/witnesses/police</p> <p>Pun.</p> <p>Topic sentence.</p> <p>Facts.</p> <p>Adjectives</p> <p>Connotations</p> <p>Adverbs</p> <p>Emotive language</p> <p>Third Person narrative.</p>

		<p>Newspaper writing is more formal and factual – no simile or metaphor unless it is reported speech.</p> <p>You can and should use EMOTIVE language to show how terribly tragic and disturbingly terrifying the events have been since the hideous creation of the evil Dr went on the rampage.</p> <p>Prep:</p> <p>Write a front page newspaper story to inform readers of recent events.</p> <p>Lesson 13 and 14:</p> <p>L0: To develop understanding of plot and character. To explore the idea of theme. To revise techniques for persuasive language.</p> <p>Shared reading to the end of Act 4.</p> <p>How is the theme of ‘being human’ explored in the story of Frankenstein?</p> <p>Is the monster really human? Devise a list of the qualities to be found in human beings. ie: happiness, sadness, pity etc.</p> <p>Draw up a table for points to support, and points against this idea.</p> <p>Is the monster really human?</p> <p>Write a paragraph of a speech, to give your opinion for or against this question.</p>	<p>Revise persuasive language features: Facts Opinion Repetition Emotive language Statistics Triplets</p>
5.	October 12 th	MINI TEST WEEK	
6.	October 19 th	<p>Lesson 15 and 16:</p> <p>L0: Develop speaking and listening skills. Consider questions of ethics.</p> <p>Frankenstein on Trial.</p> <p>Plan and complete activities on pages 66 and 67 of the playscript.</p> <p>Who is to blame for the terrible events in the play? Is it all Frankenstein’s fault for making the Monster? Is the Monster partly or wholly responsible for the damage he caused? How did the meeting with Felix and Agathe affect the Monster?</p>	<p>Confident presentation. Point of view Exploration of character. Effective Planning</p>

		<p>Who else might we blame?</p> <p>Lesson 17:</p> <p>L0: Developing an understanding of staging.</p> <p>Activities Complete pages 70 and 71.</p> <p>Frankenstein’s room in Inglestadt – Act 1 The cottage – Act 2 Frankenstein’s study in Geneva – Act 3 Captain Walton’s speeches – Prologue and Epilogue.</p> <p>Lesson 18:</p> <p>Plan writing a Gothic horror story. Activity pages 62 and 63.</p> <p>Prep:</p> <p>Write a gothic style horror story. Read selected chapters of “Frankenstein” by Mary Shelly.</p>	<p>Setting Characters Plot Themes</p>
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