## Worksheet 4 – What does Victor Frankenstein create?

Review: Lecture 3
Self-assess your two paragraphs from Worksheet 3 against the criteria. Have you:
✓ Written your answer as two analytical paragraphs?
Ensured each paragraph has a clearly defined topic?
✓ Included quotations?
✓ <u>Challenge</u> : Also analysed the use of language or punctuation in your chosen quotations?
Recall: Lecture 4
Answer these questions after watching the video lecture to check how much you remember.
<ol> <li>Which of the following was Frankenstein's monster <b>not</b> likened to in the 19th Century?</li> <li>a) Americans</li> <li>c) The Irish</li> </ol>
a) Americans c) The Irish b) The working class d) Freed slaves
2. Which descriptor does Prof. Groom think we should use for Dr Frankenstein's creation?
a) Being c) Monster
b) Daemon d) Creature
3. The rights of which of the following groups were <b>not</b> being debated at the time?
a) Animals c) Men
b) Children d) Women
4. When is <i>Frankenstein</i> set?
a) 1770s c) 1790s
b) 1810s d) 1820s
Bonus: What was going on in Europe at the time?
Analysis

5. In the lecture [0:00-0:39], Prof. Groom mentions that some groups at the time claimed that Frankenstein's monster was representative of certain groups of people who were fighting for better rights and greater freedoms.

Look at the images below and answer the questions that follow.



Image 1: A representation of the leader of the Young Ireland Party, who campaigned for Irish independence from the United Kingdom. Punch Magazine, John Leech, 1840s.



Image 2: Supper at a London Workhouse, Sketches of London by James Grant, 1840.

- a) What do these images tell us about what people thought of these groups in the 19th century? Analyse each image in detail.
- b) Why might groups, who wanted to deny rights to the working classes, Irish people, or people who had been freed from slavery, use Frankenstein's 'monster' as a comparison? *Hint: What does the comparison suggest? And what does it forewarn?*

## **Evaluation**

6. Give 2 reasons why Prof. Groom thinks that we should make a habit of referring to Frankensten's creation as a Being [1:23-2:57]?

Challenge 1: Can you think of 4 reasons why we should use the term Being?

At the very end of the lecture [6:35], Prof. Groom warns us not to be sympathise with the Being too much, since he is, after all, a serial killer, and knowlingly frames an innocent person for his murder, resulting in her execution.

7. Why might we sympathise with the Being in the first place? Give at least 2 reasons.

## Challenge 2:

8. By thinking of him as a Being, in comparison to a creature or a monster, does this increase or decrease the sympathy we feel towards him once he commits his murders? Explain your answer.

## Glossary

- **Sentience** (noun) Being able to experience feelings. *e.g.* A dolphin has more sentience than a chicken.
- Hybrid (noun) a plant or animal that has been produced from two different types of plant or animal; something that is a mixture of two very different things.
   e.g. R&B music was originally a hybrid of Jazz and Blues.
- **Precociousness** (noun) Showing mental development or achievement much earlier than usual e.g. Her teachers quickly recognised her artistic precociousness.
- **Sinister** (Adjective) Giving the impression that something bad or evil might happen. *e.g. The abandoned house had a sinister appearance.*
- **loquacious** (adjective) Someone who talks a lot. *e.g. After listening for ten full minutes, he realised that this new friend was rather loquacious.*

- **Vitriol** (noun) Harsh and angry criticism. e.g. During the town meeting, angry citizens spewed vitriol at the Mayor.
- Workhouse (noun) In Britain, an institution where poverty stricken people were offered food and accommodation in exchange for work.
   e.g. If her father could not find a job soon, the whole family would have to go to the workhouse.