

LESSON PLAN 2 – POST READING LESSON PLAN-

"Frankenstein's Character Instagram"

Aims of the lesson:

- Students will be able to express their understanding of character traits and events from "Frankenstein" through the creation of descriptive Instagram bios and posts.
- Students will expand their vocabulary by selecting appropriate words, phrases, and hashtags to represent their characters in the Instagram profiles and posts.
- Students will be able to practice articulating the thoughts and emotions of their assigned characters, enhancing their oral communication skills.
- Reflection questions will prompt students to articulate their thoughts on character motivations, perspectives, and the impact of technology on the narrative, fostering critical thinking and analytical skills.
- Students will gain a deeper cultural understanding of the characters and themes in "Frankenstein" by engaging in creative activities that require empathy and insight into the historical context of the novel.

Grade: 11th – CLASSICAL DRAMA CLASS

Class size: 8 students

Language level: Upper Intermediate

Time: 2x45min.

Patterns of Interaction:

Individual

Pair work

Teamwork

Materials:

Large poster board or chart paper

Markers, colored pencils, or crayons

Index cards or sticky notes

Internet access for research (optional)

Learner Training: In this lesson, explicit focus will be given to developing effective language learning strategies such as writing and reading. Students will be encouraged to use flashcards, engage in peer teaching, and practice self-assessment.

Procedure:

STEP1: (10min.)

A- (Character Selection and Instagram Profile Planning)

- The teacher begins by discussing the main characters in "Frankenstein" with the students. He focuses on Victor Frankenstein, the Creature, and other key figures. Then he allows students to choose a character they find most interesting.

B- (Instagram Profile Planning)

- The teacher explains that students will be creating Instagram profiles for their chosen characters. On the large poster board, students draw a large Instagram template with spaces for a profile picture, username, bio, posts, and comments. teacher also shows the example.)

STEP2:

(Profile Picture, Username and Bio) (5min.)

- The teacher asks students draw or print an image that represents their character.
- The teacher helps students create a creative and relevant username for their character. Then, he asks students to write a short bio for their character, highlighting key details from the novel.

STEP3:

Character Posts:(10min.)

- In groups or individually, students create a series of Instagram posts that reflect events or moments from the novel.
- These posts can include pictures, captions, and hashtags.

Example Posts:

A photo of Victor in his laboratory with the caption:

"Experimenting with life. What could possibly go wrong? #ScientificPursuits"

A post from the Creature's perspective, expressing loneliness and confusion.

STEP4: (15min.)

(Comments and Reactions)

- The teacher provides index cards or sticky notes for students to write comments and reactions as if they were other characters in the story or contemporary followers.

(This helps them consider different perspectives and motivations. 😊)

Example Comments:

"Victor, you should think twice before playing with nature! #Consequences"

"Creature, I feel your pain. Society can be cruel. Stay strong! #Outsider"

STEP5: (15min.)

(Gallery Walk and Reflection)

-The teacher arranges the Instagram profiles on the walls around the classroom. Then he allows students to walk around, view each other's creations, and leave additional comments on sticky notes. Afterward, the teacher gathers the class for a reflection and discussion.

Reflection Questions:

How did creating an Instagram profile help you understand your character better?

What insights did you gain from reading your classmates' posts and comments?

How do you think technology like social media would impact the characters if they lived in the present day?

STEP 6: The Exit Worksheet (15min + 5min/Answers)

A) Firstly students do it alone, then gives it to the teacher.

Instructions: Fill in the blanks with appropriate words or phrases that best represent the character's perspective.(Firstly students do it alone, then gives it to the teacher.)

1. Victor Frankenstein: "I have always been fascinated by the secrets of _____. My ambition led me to go beyond the boundaries of _____ and create life, but I was not prepared for the _____."
2. The Creature: "I was brought into this world as an _____. All I sought was _____ and companionship, but I was met with fear and hatred because of my _____."
3. Robert Walton: "My quest for _____ has led me to the ends of the earth. I am drawn to Victor's story as it mirrors my own _____ for knowledge and _____."
4. Elizabeth Lavenza: "I have always cared for Victor as more than a _____. His obsession with his work has caused him much _____, and I fear it may lead to his _____."
5. Henry Clerval: "As Victor's closest _____, I worry about his _____ obsession with creating life. His health and _____ are suffering as a result."



B) The teacher randomly mix the worksheets and give students back randomly. Then, the teacher gives the answer and they do evaluate the answers.

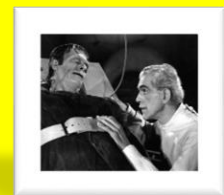
1. Victor Frankenstein: "I have always been fascinated by the secrets of **nature**. My ambition led me to go beyond the boundaries of **science** and create life, but I was not prepared for the **consequences**."
2. The creature: "I was brought into this world as an **experiment**. All I thought was **acceptance** and companionship, but I was met with fear and hatred because of my **appearance**."
3. Robert Walton: "My quest for **knowledge** has led me to the ends of the earth. I am drawn to Victor's story as it mirrors my own **desire** for knowledge and **discovery**."
4. Elizabeth Lavenza: "I have always cared for Victor more than a **brother**. His obsession with his work has caused him much **suffering**, and I fear it may lead to his **downfall**."
5. Henry Clerval: "As Victor's closest **friend**, I worry about his **unhealthy** obsession with creating life. His health and **sanity** are suffering as a result."

STEP 7- DIALOGUE CARDS – GUESS THE CHARACTERS

(Victor Frankenstein)

"I am _____, a man obsessed with uncovering the secrets of life and death. I have created life, but at a terrible cost."

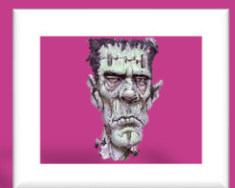
"My creation haunts me. I see the consequences of my ambition and I am filled with regret."



(The creature)

"I am the _____ brought to life by Victor Frankenstein. I yearn for acceptance and companionship, but I am met with fear and hatred."

"I did not ask for this existence. Yet, I am shunned and despised. Is it any wonder that I seek vengeance?"



(Elizabeth Lavenza)

"I am _____, Victor's adopted sister and fiancée. I worry for Victor, his obsession with his work is consuming him."

"I wish Victor would confide in me. His isolation is causing him, and those who care for him, great pain."



(Robert Walton)

"I am _____, an explorer seeking knowledge and discovery in the Arctic. I am drawn to Victor's tragic tale."

"Victor's story serves as a warning to me. The pursuit of knowledge can lead to unintended consequences."



(Henry Clerval)

"I am _____, Victor's closest friend. I am concerned about Victor's health and sanity."

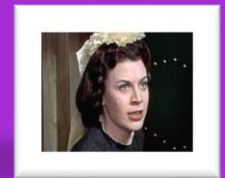
"Victor's obsession with creating life has taken a toll on him. I fear for his wellbeing."



(Justine Moritz)

"I am _____, a servant in the Frankenstein household. I am accused of a crime I did not commit."

"I am innocent, yet I am condemned. I am a victim of the tragedy that has befallen the Frankenstein family."



(Alphonse Frankenstein)

"I am _____, Victor's father. I am deeply concerned about my son's health and strange behavior."

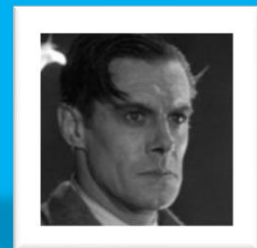
"Our family has suffered greatly. I wish for nothing more than Victor's happiness and wellbeing."



(William Frankenstein)

"I am _____, the youngest in the family. I am innocent and unaware of the horrors that have been unleashed."

"I am just a child, caught up in a tragedy far beyond my understanding."



Explanation:

Firstly, each student picks a character card and sits. Firstly, s/he reads the card, and tries to find the character. After 5 mins, the teacher asks students to come and act. (Everyone will act as a card, volunteers first.)

Piloted: ***Mezinárodní konzervatoř Praha in November 2023***

Feedback: The lesson was great. Before the activity, I thought it would be complex, but I did not even repeat the instructions. They were interested in each activity and had fun. They enjoyed making Instagram profiles and even offered to do some memes. The acting activity was also fun. The time for the activities was enough, and nobody needed any additional time.