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# Frankenstein: (f) The Creature

- ❖ **Lesson focus:** To examine the Creature himself, and his role in the novel.
- ❖ **Opening exercise:** Discuss what factors and experiences make a person what they are. This can be kept in general terms, but if any student is willing to offer specific suggestions that are not too personal, this would add to the discussion.
- ❖ **Discussion ideas:** Give students blank cards. Ask them to write one influence on the Creature on one side of the card, reminding them of the opening exercise. They can do as many cards as possible.
  - Collect in the cards and redistribute them at random. On the blank side, students write whether the experience or factor is good or bad. Take them back in and, rejecting duplications make good and bad piles.
  - Read them out and discuss reactions.
- ❖ **Textual examination:** Read the meeting of Victor and the Creature in Vol.2 Ch.2.
  - List the words Victor uses to refer to his creation. Can you add any more from other parts of the novel?
  - Analyse the language and style of the Monster's speeches here.
  - Then look at the opening three paragraphs of Vol.2 Ch.8. What is different here?  
See  [Frankenstein > Characterisation > the Creature.](#)
- ❖ **Recreative task:** Years after the events in the novel, the Creature is discovered by explorers.
  - Write the newspaper article reporting on this finding.
- ❖ **Critical task:** Is the Creature's final character mainly a result of nature or nurture? See  [Writers in context > The world of the Romantics > Nature v.s nurture](#)
- ❖ **Extension task:** Draw up a table, comparing the Creature with Victor and Walton.