

The Interim PLUS

Curriculum Supplement For Schools

The Interim Plus is a periodical dedicated to educational matters and specifically designed to assist teachers in integrating relevant life issues in their lesson planning.

Editor: Dan Di Rocco

Editorial Board: Dan Di Rocco, Alissa Golob,
Matt Dineen, Suresh Dominic

Design & Production: David Bolton

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104 Bond St. Toronto, ON M5B 1X9
416-204-1687

interimplus@theinterim.com

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A new calendar year has begun and first semesters are in the book. This month's curriculum offerings contain some material for music or poetry classes, an introduction to science fiction novels, and the announcement of the prize winners in the Father Ted Colleton Scholarship program just concluded.

Congratulations to all participants in the scholarship contest for their creative thinking and writing about a famous fable by Hans Christian Andersen "The Emperor's New Clothes". They were asked to comment on the fairy tale as it may be applied to the abortion issue in Canada. The students did a wonderful job of it, providing many explanations and analogies between the rulers and people of modern society and the characters and people who inhabited the imaginary society depicted in the fable. The results were as follows: 1st prize to Nathan Ko (St. Brother Andre CHS, Markham, ON); 2nd prize to Monika Jezierski (homeschooled, Kingsville, ON); and 3rd prize to Carmen Salayka (St. Theresa of Lisieux, Richmond Hill, ON). Their essays will appear in a spring edition(s) of *The Interim* newspaper. We express our gratitude to the co-sponsors of both this curriculum resource and of the scholarship program, namely, Niagara Region Right to Life and *The Interim*.

Excerpts from the Essays

The student candidates provided many insightful phrases and sentences worthy of being quoted and discussed in class. Here are a selection of them:

Today, there are people who know that abortion is wrong but do not do anything to protest against it because they are simply unprepared to be rejected and hated by society for going against social norms. (Krassimira Panayotova)

As more and more people allow themselves to be tricked, they are able to convince themselves that the trick is, in fact, real. By believing in the trick, the people give the swindlers power over them. (Teagan Retty)



Our liberalized media stands like Andersen's two chamberlains, ready to carry the Emperor's train. (Carmen Salayka)

Ironically, his [the child's] innocence is the very quality that makes him emotionally free to speak the truth.... When one person stands up, the rest of the crowd is able to see that "sanity is not statistical". (Maryrose Doucette)

... A society that consists of individuals looking out for their own good is a society that cannot and will not endure. It leads to factions and eventually even disregard for the dignity of others. It is a society that has no use for truth, and therefore no sense of justice. (Leah Harke)

The townspeople are willing to ignore truth and pretend to see the clothes to preserve their implied normalcy. In a similar way, the social engineers were able to re-orient the system of values with regards to abortion. What was once held as an unthinkable crime is now accepted as a safe medical procedure. This dramatic change was achieved by a carefully designed campaign using courts, media, and a web of lies to change public opinion. (Monika Jezierski)

Metaphorically, the pro-choice followers are holding up an argument that is not there. To further explain, people see the

evidence of pro-life, yet they still find reasons to believe in something else – that the emperor is wearing clothes and that abortion is not murder. (Tanya Harrison)

The weaver's lies led to the minister, messenger, Emperor and finally the entire kingdom to believe that there was actually clothing present. No one wanted to admit the truth because of pride. (Taylor Vanvliet)

The swindlers lie to the emperor because they are greedy. They disregard the inherent wrong in cheating money out of the emperor's kingdom for the sake of attaining riches. Their use of dishonesty and neglect of moral values parallel the behaviour of politicians concerning the debate of abortion. (Rosalyn Wong)

Many people argue that they are prolife and abortion is clearly wrong, but do not mind if others commit it. Therefore, they only want the image of moral realists, but act like moral relativists. (Magdalena Partyka)

The silence of a society is far more destructive than any force of evil. That is why the world needs more "children" to stand up for the truth and spread the message that abortion is an act of murder, and the fact that it is fulfilling a self-serving purpose at the price of an innocent life. (Miao Wang)

An interesting likeness between this fable and the abortion industry is that neither Andersen's swindlers nor organizations such as Planned Parenthood actually do what they are paid to do. (James Prins)

He sent the minister and other courtiers etc. to see the fabric. The Emperor trusted them and they wanted to keep that trust so they said it was beautiful. Adults often think the same way. If they state their opinion, will it label them outsiders? Will they be considered different? Will they no longer be accepted by society? Other people's opinions become what matters. If the answer is yes to any of these questions they will say what is expected of them. (Adriana Di Nardo)

....it sheds light on the reality behind modern culture being

driven by a similar force of convenience and immediate self-satisfaction with the influence of trend-setting media, or the swindlers, exploiting human emotions to constantly define a subjective understanding of justice based not on truth and morals, but ill-advised self-interests. (Antonio Balogh)

Part A: Power and Influence of Music



The following material may be useful in teaching a lesson(s) on music appreciation or the role of the arts in cultures, taking music as an example. The arts are an integral part of all cultures. An excellent analysis of the power and influence of music is found in an essay by Rev. Basil Nortz available at:

www.catholiceducation.org/en/culture/music/the-moral-power-of-music.html.

Teachers may wish to have their class read the essay as part of an introduction to music appreciation or to discuss the role of music in the moral formation of individuals and its impact on the rise and decline of civilizations. Nortz argues that "good music disposes man to virtue whereas bad music disposes man to vice. The music generally accepted by a civilization will profoundly determine its moral health, and ultimately its growth or demise." In fact some argue that music can be downright revolutionary by more often than not preceding major cultural changes.

Throughout the ages music has been a source of inspiration for many people and for many causes. It may have



begun as the simple clashing of shields or perhaps some woman striking a hollow tree. Drums, pipes, cymbals, bells, flutes, lyres and trumpets produced distinctive sounds that human beings found pleasing and effective for some purpose. We don't know how music started, but we do know that it has developed in complexity and that it has been used in every society. Who knows what biological and cognitive forces have shaped humankind's musical behavior and the "rich global repertoire of musical structures". In the past two centuries this art form has taken on popular expression as never before. Today, the forms of music composition and means of performance are virtually unlimited, evolving year by year.

One can ask the basic questions as to the purpose of music. What is music for, and why does every human culture have it? What are the universal features of music and musical behavior across cultures? Why can music stir the human emotions so strongly? Is all music good or is some music bad? What determines that judgement of a particular piece of music? Is it strictly a subjective thing, a matter of taste or is there something more objective, universal to apply as standards?



Music can create moods and express emotions like fear, love, passion, power, contemplation, melancholy, peace, joy, anger, sadness, aggression and even patriotism. Music is everywhere both night and day, on the radio and television, in the movies, on iPods and iPhones. It accompanies sporting events. It calls us to attention. It helps sell products

through recognizable jingles. We seem to love it and we spend billions of dollars listening to it and making some performers extremely rich.

Music helps to communicate important messages. It helps motivate people to do exercises. It can also help form community through an anthem. A theme song can build group spirit and sense of belonging like Liverpool soccer fans who sing "You'll never Walk Alone" at their home stadium before matches.

In short, music is making sounds to produce an effect, whether a tapping of the feet, or clapping of hands, or whistling, or humming, or speaking rhythmically to the accompaniment of some sort of instrument. It is an act of sublime creativity.

Here are some quotes about music and different people's

reaction to music composition and performances.



Where words leave off, music begins. Heinrich Heine

Music is the universal language of mankind. Henry Wadsworth Longfellow

He took his pain and turned it into something beautiful. Into something that people connect to. And that's what good music does. It speaks to you. It changes you. Hannah Harrington

Music is the language of the spirit. It opens the secret of life, bringing peace, abolishing strife. Kahlil Gibran

Music... will help dissolve your perplexities and purify your character and sensibilities, and in time of care and sorrow, will keep a fountain of joy alive in you. Dietrich Bonhoeffer

Music is an agreeable harmony for the honor of God and the permissible delights of the soul. Johann Sebastian Bach
When I hear music, I fear no danger. I am invulnerable. I see no foe. I am related to the earliest times, and to the latest. Henry David Thoreau

Music can change the world because it can change people. Bono, U-2

Music is the literature of the heart; it commences where speech ends. Alphonse de Lamartine

For me there is something primitively soothing about this music, and it went straight to my nervous system, making me feel ten feet tall. Eric Clapton

A person who...does not regard music as a marvelous creation of God, must be a clodhopper indeed and does not deserve to be called a human being; he should be permitted to hear nothing but the braying of asses and the grunting of hogs. Martin Luther

Music is the only language in which you cannot say a mean or sarcastic thing. John Erskine

Music has power to create a universe or to destroy a civilization. Katherine Neville

Music replays the past memories, awaken our forgotten worlds and make our minds travel. Michael Bassey Johnson

Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything. Plato

Music is well said to be the speech of angels; in fact, nothing among the utterances allowed to man is felt to be so divine. It brings us near to the infinite. Thomas Carlyle
One good thing about music, when it hits you, you feel no pain. Bob Marley
If music be the food of love, play on. William Shakespeare



Questions for Discussion

1. List the various purposes of music?
2. How did music come into being?
3. What was likely the “first” musical instrument?
4. What is the most popular form of music today?
5. Which is your own favorite type of music? Why?
6. Choose five quotes that best express your own sense of musical taste and how music can influence people.
7. Is there any quotation that you disagree with? Why?
8. Can music be revolutionary and change an entire culture? Are there any concrete examples? Explain.

Web sources for this section

http://www.brainyquote.com/quotes/topics/topic_music.html#yViWtKs929Wqs5oB.99

<http://www.goodreads.com/quotes/tag/power-of-music>

<http://music.yodelout.com/origin-of-song-vs-origin-of-instrumental-music/>

<http://www.ancient-origins.net/ancient-places-europe/origin-music-00972#sthash.BJ6TBrCT.dpuf>

Telling a Story Through Music and Song

We have seen that music can vary as to purpose, composition, melody, rhythm, and means of performance,

(instrumental, orchestral, small bands, single vocalist, groups or large choirs, or a combination). We are looking at the following songs as part of an exercise on the use of music and song to promote an idea or a cherished value. Military marches for example are used to instill discipline, pride, patriotism, courage, Folk songs may express a traditional way of life, preserving something in danger of passing away, or recalling something that was. Liturgical music and song may strengthen a faith. The selections featured here have the tragedy of abortion as the theme, a reflection on personal decision-making. The three songs are from three different styles and traditions. The class can listen to the songs below either in class or at home in anticipation of answering the questions in class as part of a general discussion of the songs.

There Goes My Life

Kenny Chesney

For some background information on Kenny Chesney here are two sites that are useful. But remember that there is generally not a lot of information provided or available on contemporary music artists.

http://en.wikipedia.org/wiki/There_Goes_My_Life

<http://www.cmt.com/artists/kenny-chesney/biography/>

Listen to the song/watch the video here:

<http://youtu.be/xP-5xfntdb4>



There Goes My Life

All he could think about was I'm too young for this.
 Got my whole life ahead.
 Hell I'm just a kid myself.
 How'm I gonna raise one.
 All he could see were his dreams goin' up in smoke.
 So much for ditchin' this town and hangin' out on the coast.
 Oh well, those plans are long gone.

[Chorus:]

And he said,
 There goes my life.
 There goes my future, my everything.
 Might as well kiss it all good-bye.
 There goes my life.....

A couple years of up all night and a few thousand diapers later.

That mistake he thought he made covers up the refrigerator.

Oh yeah.....he loves that little girl.

Momma's waiting to tuck her in,

As she fumbles up those stairs.

She smiles back at him dragging that teddy bear.

Sleep tight, blue eyes and bouncin' curls.

[Chorus:]

He smiles.....

There goes my life.

There goes my future, my everything.

I love you, daddy good-night.

There goes my life.

She had that Honda loaded down.

With Abercrombie clothes and 15 pairs of shoes and his American Express.

He checked the oil and slammed the hood, said you're good to go.

She hugged them both and headed off to the West Coast.

[Chorus:]

And he cried,

There goes my life.

There goes my future, my everything.

I love you.

Baby good-bye.

There goes my life.

There goes my life.

Baby good-bye.

Can I Live

By Nick Cannon

(feat. Anthony Hamilton)

Nick Cannon's song "Can I Live" tells his story. Listen to the song/watch the video here:

<http://youtu.be/vd0Cwd9EttE>

There are a number of sites with useful biographical information concerning Nick Cannon, his career and the circumstances surrounding this particular song visit :

<http://www.imdb.com/name/nm0134244/bio>



[talking]

Talking ma

I know the situation is personal

but it something that has to be told

as I was making this beat

you was all I could think about you heard my voice

[verse 1]

yeah just think just think

what if you could just

just blink your self away..

just just wait just pause for a second

let me plead my case

it's the late 70's huh

you seventeen huh

and having me that will ruin everything huh

it's a lot of angels waiting on their wings

you see me in your sleep so you can't kill your dreams

300 dollars that's the price of living what?

mommy I don't like this clinic

hopefully you'll make the right decision

and don't go through with the knife incision

but it's hard to make the right move

when you in high school

how you have to work all day and take night school

hopping off da bus when the rain is pouring

what you want morning sickness or the sickness of mourning

[chorus]

I'll always be a part of you

trust your soul know it's always true

if I could talk I'd say to you

can I live

can I live

I'll always be a part of you

trust your soul know it's always true

if I could talk I'd say to you

can I live

can I live

[verse 2]

I am a child of the King

ain't no need to go fear me

and I see the flowing tears so know that you hear me

when I move in your womb that's me being scary

cause who knows what my future holds

yo the truth be told you ain't told a soul

yo you ain't even showing I'm just 2 months old

through your clothes try to hide me deny me

went up 3 sizes
 your pride got you lying saying ain't nothing but a mi-
 graine
 it ain't surprising you not trying to be in wic food lines
 your friends will look at you funny but look at you mom-
 my
 that's a life inside you look at your tummy
 what is becoming ma I am Oprah bound
 you can tell he's a star from the ultrasound
 our sprits connected doors open now
 nothing but love and respect thanks for holding me down
 she let me live...

[chorus]

I'll always be a part of you
 trust your soul know it's always true
 if I could talk I'd say to you
 can I live
 can I live
 I'll always be a part of you
 trust your soul know it's always true
 if I could talk I'd say to you
 can I live
 can I live

[repeat 2]

[nick talking]

it's uplifting foreal yall
 I ain't passing no judgment
 ain't making no decisions
 I am just telling ya'll my story
 I love life
 I love my mother for giving me life
 we all need to appreciate life
 a strong woman that had to make a sacrifice
 thanks for listening
 thanks for listening
 mama thanks for listening

<http://www.catholiccanada.com/2014/03/11/calling-all-people-to-life/>

<http://en.wikipedia.org/wiki/Leahy>

<https://www.lifesitenews.com/news/mother-hold-on-to-me-pianist-from-celtic-family-band-leahy-releases-pro-lif>

<http://everydayforlifecanada.blogspot.ca/2014/01/the-truth-always-welcomes-life.html>

<http://www.leahymusic.com/lyrics.php>

'Mother, hold on to me!': Pianist from Celtic family band Leahy releases pro-life song

January 3, 2014 (LifeSiteNews.com) – When the Canadian Celtic family band Leahy debuted the new pro-life



song written by their pianist Erin several years ago at a show in Colorado, it felt as if “chains were being released” from audience members, according to Erin.

And wherever else the band has performed the song, the reaction has been the same: women come up to them after the shows, she says, and “will just fall into tears.”

While Erin, like the rest of her siblings who are part of the band, has always been pro-life, she admits that she never gave much thought to the issue, with the result that, until relatively recently, she had “never actually felt the emotion” that goes along with the conviction.

It wasn't until 2008, the year that Canadian arch-abortionist Henry Morgentaler was awarded the Order of Canada, that Erin took a close look at what actually happens during an abortion.

That year, at the urging of a pro-choice friend, Erin spent some time while on tour reading the website of the Abortion Rights Coalition of Canada. What she found there disturbed her so much that she continued to research abortion.

“And that's when it all hit me as far as how really sad the whole situation is,” she told LifeSiteNews.com during a recent interview.

One day, shortly after returning home from that tour, Erin was sitting at her piano, improvising, when a melody began to emerge that she found compelling. Without paying any attention, she began to sing the first words that came into her head.

Those words happened to be “calling all people to life,” the title of the song. Then, as she continued to sing, a second voice began to emerge, that of a pregnant mother, and then a third, of an unborn child.

“Mother, mother / Hold on to me,” this baby cries out in the completed song:

Give me the chance to be
All I was meant to be
‘Cause there is a plan for me
For all of eternity
And when the days are cold
I’ll be in your arms to hold
Then when your eyes grow old
I’ll be the one to take you home

At no point, says Erin, did she ever decide to “write a song about this issue or this idea.” Instead the song emerged organically from an overflowing of emotion that had taken hold of her after looking abortion directly in the face and seeing it for what it is.

Even she finds it interesting that the unborn child’s voice became such a prominent part of the song.

“It’s intriguing that it happened that way, because it’s a voice that you don’t really hear,” she says. “We hear people speaking on behalf of the unborn child, but we don’t hear the unborn child’s voice. How can we? We can’t.”

Erin says she has no real expectations for what the song will accomplish. However, when pressed, she admits that she hopes that “people would listen to that voice [of the unborn baby].

“It’s not a voice that is really saying anything other than ‘I want to live.’ And there’s no judgment.”

Erin is considering releasing the song to wider release. But in the meantime it is available on iTunes, and is being played on Christian radio stations across North America.

Calling All People to Life

by Erin Leahy

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There is a three part interview and history background on the Leahy family on LifeSiteNews.com. It is well advised to have students read the interviews for a fuller understanding of the well-spring of their music.

They can find it at:

<https://www.lifesitenews.com/news/a-most-unusual-family-international-music-stars-leahy-talk-about-growing-up>

Calling All People to Life

Calling all people to life
I am calling all people to life
Giving all people my life
To be loved by me
To be loved by me



Sharing the blood of my heart
I am sharing the blood of my heart
Giving the blood of my heart
To be one with you
To be one with you
Mother, mother
Hold on to me

Give me the chance to be
All I was meant to be
‘Cause there is a plan for me
For all of eternity
And when the days are cold
I’ll be in your arms to hold
Then when your eyes grow old
I’ll be the one to take you home

Calling all people to life
I am calling all people to life
Giving all people my life
To be loved by me
To be loved by me

Mother, mother
Hold on to me

Look at the flowers grow
The colours are beautiful
But some seeds they never grow
They’re buried in sorrow
Inside these walls of you
I am a part of you
I already love you
And I’d even die for you

I am alive
I’m breathing inside
Forever alive

Mother, mother
Hold on to me
Unveil the mystery
Of all that comes after me
For I do long to see
The children inside of me
The shape of my bones was formed
In heaven by my Lord
And I belong to him
From whom all life begins
So if you don't hear me cry
I hope you'll be by my side
And together we'll be again
Where life will never end

Questions for Discussion

1. Are musicians deliberate when they write music or a song?
2. Which instruments are chosen for performance and why?
3. What would happen if the songs were played to full orchestral accompaniment?
4. How do Kenny Chesney, Nick Cannon and Erin Leahy use music to tell their respective stories in their songs?
5. Are they trying to create a mood in their song? If so, what mood? Are they successful?
6. Is repetition in song lyrics boring or effective?
7. A music teacher writes that "it's not how we communicate through music but rather what we communicate" that's more important. Would you agree? Why or why not?
8. How do they communicate a pro-life message in their songs?
9. Compare and contrast their approaches as to style, content, vocabulary, perspective, motivation, etc.
10. Which do you prefer and why?
11. Are the songs in their own way successful in promoting a pro-life message?
12. What is the pro-life messages of the three songs?
13. A song video may have one type of effect while a song by itself, minus the video may have a different impact. Divide the class into two groups and

let one group listen to the song as a video and let the other group listen only to the song without the video accompaniment. Let the groups report their reaction to the songs. Are there any differences? If so what and why, if not why not?

14. Are the quality and number of Youtube comments useful in assessing a song's impact?

Part B: Frankenstein: A Lesson in Hubris



Not a day does go by without the announcement of some new scientific breakthrough whether in astronomy, physics, chemistry, botany or biology. Science fiction novels as a literary genre have now been around for almost two centuries. Some writings have been prophetic with their depiction of strange technology, fearsome weapons,

and means of instant communication. In fact many of these imaginary concepts have come to fruition – radio, television, computers, space travel, atomic bombs, lasers, cell phones, stem cell therapy to name a few.

Biology in particular attracts a lot of attention – DNA, new drugs, potential cures, new hybrid plants, new reproductive technologies. It is a very sensitive area of scientific experimentation and discovery, with unknown consequences for human kind.

In this section we present the first of two parts dealing with this theme of man's striving for progress through scientific experimentation. The focus is on Mary Shelley's novel *Frankenstein*, the story of Dr. Frankenstein who proceeds to create a monster, and unleashes a destructive force in society. This first part deals with the novel in a general way, while the second part to appear in the next edition of *The Interim Plus* will address the bioethical dimensions of the novel and its relevance to developments in contemporary society.

We assume that students will have read the novel, are familiar with the basic plotline, and the principal characters in the novel.

The selected quotations are derived from the novel or



Mary Shelley

other related writings as found in:

<http://www.sparknotes.com/lit/frankenstein/quotes.html>

The ensuing questions are intended to stimulate discussion and thus lead to a better understanding of the themes, structure, and motivations/actions of



the main characters.

1. *I saw – with shut eyes, but acute mental vision – I saw the pale student of unhallowed arts kneeling beside the thing he had put together. I saw the hideous phantasm of a man stretched out, and then, on the working of some powerful engine, show signs of life and stir with an uneasy, half-vital motion. Frightful must it be, for supremely frightful would be the effect of any human endeavor to mock the stupendous mechanism of the Creator of the world.*

(Taken from Mary Shelley's Author's Introduction to the 1831 edition of *Frankenstein*.)

(Taken from Mary Shelley's Author's Introduction to the 1831 edition of *Frankenstein*.)

- How does this quote help explain the inspiration/origins of the novel?*
- Are the prototypes for Victor and the monster outlined here?*
- Identify two key themes of the novel evoked in this quote.*

2. *Did I request thee, Maker, from my clay
To mould me Man, did I solicit thee
From darkness to promote me?*

These lines appear on the title page of the novel and come from John Milton's *Paradise Lost*, when Adam bemoans his fallen condition (Book X, 743–745).

- Is the monster justified in hating Victor Frankenstein for*

creating him and then abandoning him in a world bent on rejecting and fearing him because of the way he looks?

- In what ways is Victor acting as if he were God?*
- What responsibilities does a scientist have toward his creations?*
- Victor Frankenstein is inquisitive and therefore seeks the answers to things. What is life, how does it come into being, what is the essential process that gives breath to a body?*

3. *What may not be expected in a country of eternal light?*

This quote comes from Walton's first letter to his sister in England.

- What does light symbolize in the novel?*
- How is Walton's quest to reach the northernmost part of the earth similar in spirit to Victor's quest for the secret of life?*
- How does Mary Shelley reflect the prevailing philosophy of the day, an optimism that man can do anything, can understand anything, is on his way to ultimate knowledge of everything? (Think of the movie up for honours at the Academy Awards, The Theory of Everything.)*
- What are some main ideas or characteristics associated*



with the Enlightenment era of European history? How does the spirit of the Enlightenment come out in the themes of the novel?

4. *So much has been done, exclaimed the soul of Frankenstein — more, far more, will I achieve; treading in the steps already marked, I will pioneer a new way, explore unknown powers, and unfold to the world the deepest mysteries of creation.*

Victor utters these words in Chapter 3 as he relates to Walton how his chemistry professor, M. Waldman, ignited in him an irrepressible desire to gain knowledge of the secret of life.

- Is there a sense of inevitability in Victor's reference to himself in the third person? Is he arrogant or just honest and ambitious?*
- Is Victor willing to accept any limits in his search?*
- How do Walton and Frankenstein seem like crew members on Star Trek's *The U.S.S. Enterprise*?*

5. *I, the miserable and the abandoned, am an abortion, to be spurned at, and kicked, and trampled on.*

In Walton's final letter to his sister, he recounts the words that the monster speaks to him over Victor's dead body.

- Is self-pity what the monster expresses?*
- Is the monster justified with his sense of injustice of how he has been treated, as an unwanted life and therefore aborted as it were?*

General Study Questions on the Novel

- Briefly describe how the narrative perspective shifts during the novel and with what effect? What is the purpose in having different narrators?*
- Discuss the role of letter writing in the progression of the novel. How do they serve to advance the plot, for example?*
- Discuss the presentation of women in the novel. Are women seen as equal to men? Why not?*
- Do the monster's eloquence and persuasiveness make it easier for the reader to sympathize with him? Why is the monster presented as mute or inarticulate in most film versions of the story present?*

- Trace the similarities between Victor and the monster. How does their relationship with each other develop?*
- What did the ancient Greeks mean by hubris? How is this novel of Frankenstein an example of hubris gone wild? Consider the goal of Victor and the suffering he endures.*
- What responsibilities does the creator have toward his creation, the creature? What does the creature owe to his creator?*
- What motivated Victor Frankenstein to create the monster? Why is the creature referred to as a "monster"?*
- Should the monster be actually pitied and admired for all that he achieves, except for the murders? Why or why not?*

