

Frankenstein Hot Seating

Half the class get in role and are interviewed by the other half.



Monster 1910

Do you want a companion to love and cherish?

Are you much taller than everyone else?

Were you made of spare body parts?

Do you want a long term relationship?

Monster 1931



Frankenstein - Connect Four and Hot Seating in Role

This activity is similar to the ones we developed for *Midsummer Nights Dream* and *Macbeth*. Please try it out and send us any suggestions and/or corrections. If your pupils want to contribute portraits for the role cards they would be very welcome.

The webaddress for this activity is: <http://www.collaborativelearning.org/frankenstein..pdf>

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Our collaborative talk for learning activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

For more details go to: www.collaborativelearning.org

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available on the internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.
<http://www.collaborativelearning.org/frankensteinhotseat.pdf>

Frankenstein - Connect Four and Hot Seating in Role

Teachers' notes

1. Half the class are given a Role Card and a set of Role Card rules. You can print the role card rules on the reverse or separately. Depending on classroom layout, they need to sit in a circle facing outwards, or at small tables round the room. They should read their character information and the rules carefully. They could work in pairs and share a role card if you prefer.
2. The other half of the class are each given a Question Grid. They then go to a character with a Role Card, and may ask them one question.
3. If they receive a NO answer, they should move on to another character and question them.
4. If they receive a YES answer, the character must reveal their identity. Their name can then be written on the question grid in the space below the question. They may then continue to question their character. They can have TWO more questions, but must stop questioning when they receive a NO answer and move to another character.
5. When the questioner has four names in a row on the grid: vertically, horizontally or diagonally, they should take their grid to the teacher or a pupil with a checking role to make sure they have a correct sequence.
6. The activity can of course continue until pupils have completely filled their grid.

Follow up activities:

The teacher could ask all 24 questions, and discover how many characters can answer YES to them because in lots of cases there is more than one.

Pupils could construct a hot seating activity for another story/play.

Frankenstein Connect Four Question Grid

Visit the characters and ask them a question from the grid. If the character says NO, move on to another character. If they say YES, they will tell you their name. Write it on the grid beside the question. You can ask two more questions providing the answers are YES. The aim is to get four names of characters in a row horizontally, diagonally or vertically .

Are you without a name?	Do you become a scientist?	Do you have a friend called Victor?	Are you much taller than everyone else?	Do you get murdered?	Do you spend a lot of time studying?	Are you in love?
Are you a servant?	Are you treated very badly?	Are you worried about someone?	Were you made of spare body parts?	Do you love your family?	Do you want a long term relationship?	Are you blind?
Do you make friends with a monster ?	Do you look after a child?	Do you look after your friend when he is sick?	Do you chase someone to the North Pole?	Do you have a family?	Do you commit suicide?	Do you have a wife?
Does a stranger help your family?	Are you sentenced to death?	Are you not very good at anatomy?	Do you want a companion to love and cherish?	Do you have two sons?	Do you frighten everybody?	Are you accused of murder?

Role Card for Victor

1. You are a scientist.
2. You do a lot of studying.
3. You construct a man out of spare parts.
4. All your relatives and friends are murdered.
5. You chase someone to the North Pole.
6. You are accused of murder.

Role Card for Justine

1. You are a servant.
2. You are badly treated by your mother.
3. You look after the youngest Frankenstein child.
4. You are kind and loving.
5. You are accused of murder.
6. You are sentenced to death.

Role Card for Elizabeth

1. You love Victor Frankenstein.
2. You love your family.
3. You are worried that Victor is too concerned with science.
4. You want to marry Victor, and live happily ever after.
5. You are murdered.

Role Card for the Monster

1. You are very tall, but not good looking.
2. You have superhuman strength.
3. You are made out of spare parts.
4. You long for friend and long term relationship.
5. You are kind and loving.
6. You are treated very badly.

Role Card for Henry Clerval

1. You are not very good at anatomy.
2. You are worried about Victor's activities in science.
3. You look after Victor when he is ill.
4. You are welcomed into the Frankenstein family.
5. You are murdered.

Role Card for De Lacey

1. You are blind.
2. You are a refugee.
3. You are grateful to a stranger, who helps you and your family.
4. You make friends with a monster.
5. You try to help this monster, but your family prevents you.

Role Card Rules for Characters

1. You need to read the information on this card.
2. A questioner will approach you to ask you something about your character. You can only answer YES or NO.
3. If your answer is NO, they must move on to another character.
4. If the answer is YES, you must tell the questioner your name. He/she can ask two more questions, but when you answer NO to one of their questions, they must move to another character.

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