

# Biblical Worldview Integration Planner

1. **Subject:** AP Literature and Comp.  
**Teacher:** Dennison, Kristin

**Reference(s):** *Frankenstein* (novel)  
**School:** The Bear Creek School

**Grade:** 12  
**Contact:** kdennison@tbcs.org

**Date:** 3/18/06

## 2. Lesson or Unit Objective/Outcome

*underline thinking level and circle academic content*

Students will analyze Mary Shelley's perspective on  
the role of man in creation as presented by her novel *Frankenstein*.

## 3. Lesson Plan

### a) Set [gets students "set" for learning]

Quick-write Response: What do you think that Shelley is saying about man's creative abilities and the responsibility he must exercise in regard to those abilities?

### b) Delivery [outline of lesson plan]

1. Students will share a summary of their response to the quick-write.
2. The students will discuss:
  - a. the positive elements of Victor's role as creator?
  - b. the negative elements of Victor's role as creator?
  - c. why Victor enters into this endeavor in the first place? What is his motivation in creating the Creature?

3. Students will then reference their knowledge of the Romantic mindset: What is the Romantic conception of nature and the natural? How does this novel confirm that conception of nature? Does this novel attack that conception? Why or why not?

4. Thus, Victor's creation of the Creature supplants a natural process (both in terms of natural generation and in terms of his violation of the natural processes of death). As befits the Romantic regard for the natural, what is the only result that can come from such an attempt?

- a. Since the process supplants the natural reproductive/ creative process, rather than bringing joy to its parent, the Creature is the source of unparallel grief and suffering to its parent.
- b. Since the Creature is brought to life from the bones and matter of the dead, the only thing that this Creature can produce is death, the destruction of life.
- c. Since Victor has created a Creature all on his own, he is an unnatural father, and thus cannot fulfill his paternal responsibilities to the Creature.

5. Therefore, in a creation where we are called to be stewards of God's gifts, how has Victor abused them? And how has his abuse of those gifts inverted the creative process?

### c) Closing [recap, transition or assignment, etc.]

In what way can Mary Shelley be commenting on the Romantic perception of their creative, poetic powers? They were all "creators" in their own right. What criticism is she possibly making of them and their self-perception?

## INSTRUCTIONS

1. Fill in Subject, Reference(s), Grade, Teacher, etc. at top.
2. Determine Lesson or Unit Objective.
3. Outline Lesson Plan.
4. Select Biblical Worldview Component.
5. Specify Specific Biblical Truth to be integrated.
6. Write Biblical Worldview Integration Objective.
7. Determine Integration Plan.
8. Add Post-Lesson Comments, if any.

## 7. INTEGRATION PLAN

In part 2 of the Delivery: I will lead the students in a discussion of the Creation Mandate. God has given us dominion over creation and has given us the ability to procreate (thus conforming us to His image). However, in Gen. 4 and 11, the creative abilities of man are twisted to their own glory, rather than the glory of God (from the creative sons of Cain to the builders of the Tower of Babel). As the students look at those passages in the Bible, I will ask them to tell me what are the results of those attempts to equal God (Lamech, the father of these inventors, brags about his murderous exploits, and the tower of Babel is left to rot and decay after God intervenes and curses the builders by creating language differences). Thus, Victor's result parallels the Biblical stories in which men attempt to surpass God.

In part 4, we will continue the discussion of the end results of attempting to supplant God's natural processes. The end result for Victor in trying to equal God is the death of all that he values and holds dear. Thus, in his sin of "attempting to equal the most high" (like Satan in *Paradise Lost*), he earns death for all connected with him.

In part 5, we will discuss the implications the novel has for responsible stewardship of our gifts and abilities. And we will discuss how the Romantic perception of the use of those gifts differs from the Christian perception of the use of those gifts, thus critiquing the explicitly non-Christian perspective of the Romantics.

## 4. Biblical Worldview Component

How does the academic content connect with the bigger picture of:

- GOD
  - CREATION
  - MANKIND
  - MORAL ORDER
  - PURPOSE
- Select one.

## 5. Specific Biblical Truth to be integrated

Though mankind was created to be lord of the creation, we are limited by our finite rationality and thus should not attempt to supersede the mind God through human endeavors. (Gen. 1:27-28; Gen. 1:1-9; Rom. 6:23)

## 6. Biblical Worldview Integration Objective

Students will examine the idea that though mankind was created to be lord of the creation, we are limited by our finite rationality and thus should not attempt to supersede the mind God through human endeavors

**TL:**

**SBT:**

**AC:**

## 8. Post-Lesson Comments:

## Biblical Worldview Integration Planner (back page)

### ***Biblical Worldview Focus Question:***

**How does Mary Shelley's perspective on the role of man in creation connect with the bigger picture of (the Academic Content of this lesson)**

**God [the nature, character and role of God?]**

**Creation [what is made and sustained by God?]**

**Mankind [who and what humans are?]**

**Moral Order [moral behavior and responsibility?]**

**Purpose [the intention and meaning of all that exist.**

For Mary Shelley, what / who has replaced God, and thus how has the role of man and his responsibilities towards creation been compromised? (Gen 1:27 – 31) So God created man in his own image, in the image of God created he him; male and female created he them. And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth. ... And God saw every thing that he had made, and, behold, it was very good. And the evening and the morning were the sixth day. (Gen. 11:1-9) And the whole earth was of one language, and of one speech. And it came to pass, as they journeyed from the east, that they found a plain in the land of Shinar; and they dwelt there. And they said one to another, Go to, let us make brick, and burn them thoroughly. And they had brick for stone, and slime had they for mortar. And they said, Go to, let us build us a city and a tower, whose top may reach unto heaven; and let us make us a name, lest we be scattered abroad upon the face of the whole earth. And the LORD came down to see the city and the tower, which the children of men builded. And the LORD said, Behold, the people is one, and they have all one language; and this they begin to do: and now nothing will be restrained from them, which they have imagined to do. Go to, let us go down, and there confound their language, that they may not understand one another's speech. So the LORD scattered them abroad from thence upon the face of all the earth: and they left off to build the city. Therefore is the name of it called Babel; because the LORD did there confound the language of all the earth: and from thence did the LORD scatter them abroad upon the face of all the earth. (Rom. 6:23) For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord.

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- **Knowledge:** list, tell, identify, show, label, collect, examine, tabulate, quote, name, etc.
- **Comprehension:** summarize, describe, associate, distinguish, estimate, differentiate, explain in their own words, discuss, articulate, etc.
- **Application:** apply, demonstrate, calculate, complete, illustrate, show, solve, modify, relate, change, use, classify, experiment, etc.
- **Analysis:** analyze, separate, order, connect, classify, arrange, divide, compare, contrast, select, determine, decipher, predict, interpret, infer, etc.
- **Synthesis:** combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, generalize, etc.
- **Evaluation:** assess, decide, rank, grade, test, measure, recommend, convince, select, judge, defend, discriminate, support, conclude, etc.