**There’s Something about Mary (Shelley)**

**Listen to the “Mary Shelley Guided Lecture” at armadafoster.weebly.com 🡺 English 11B 🡺 *Frankenstein* to fill in the blanks below. This process is strong practice of the 13th grade skills below and the product is a brainstorm for your Mary Shelley email.**

Review of time periods = Approximate year of each

a) *Beowulf* =

b) *Canterbury Tales* =

c) Shakespeare =

d) *Frankenstein* = 1797-1851 =

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Mary’s mother. She was a feminist writer. She published, *Vindication of the Rights of Women*, which for the first time in literature discussed the disabilities and sufferings of women in society; specifically how women were limited to very few jobs and legally nonpersons. She died \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Her husband wrote of her, “They say thou wert lovely from thy birth, of glorious parents, thou aspiring Child.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Mary’s father. He was the leading \_\_\_\_\_\_\_\_\_ philosopher of his time and an \_\_\_\_\_\_\_\_\_\_\_\_\_\_. He expressed an anti-government attitude and was a rationalist that proposed ideas based on reason and logic. He wrote *Politic Injustice* that advocated for the gradual progress of change. Mary Shelly hated her \_\_\_\_\_\_\_\_\_\_\_\_\_, Mary Jane Clairmont, whom her father married when she was four, yet adored her father, once saying, “(He) was my God-and I remember many childish instances of the excess of attachment I bore for him.”

She was raised liberally and intellectually. At the age of \_\_\_\_\_\_, she was sent to live in Scotland with an admirer of Godwin’s. She roamed the countryside for two years daydreaming and writing stories. She eventually returned to London when she was \_\_\_\_ and met the \_\_\_\_-year-old Percy Shelley.

\_\_\_\_\_\_\_\_\_\_\_\_\_: Mary’s husband. We will examine his life more on a more in-depth level later, but here are some Mary-relevant aspects of his life. He was from a high-class family and was a great admirer of \_\_\_\_\_\_\_\_\_\_, Mary’s \_\_\_\_\_\_\_, and he wrote to him often. He was married, but separated from \_\_\_\_\_\_\_\_. Mary and Percy met secretly and, soon after, Mary became pregnant. They then eloped to France in \_\_\_\_\_\_\_. He died in a \_\_\_\_\_\_\_\_\_\_ accident in 1822.

**“Second page” is below.**

Mary’s marriage was in many ways meaningless because she and her husband believed in \_\_\_\_\_\_\_\_\_\_\_\_. The manner in which they expressed their love socially (marriage) was not as important as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This mimicked the romantic poetic idea that the \_\_\_\_\_\_\_\_\_\_\_\_\_ of the poem is not as important as the \_\_\_\_\_\_\_\_\_\_ being produced; both ideas are revolutionary. Her marriage would be seen as weird and cult-like to us today, because they did peculiar things together. Running from creditors and \_\_\_\_\_\_\_\_\_\_\_\_\_ to Switzerland.

Eventually, Mary and Percy moved to Italy where they formed a literary society with \_\_\_\_\_\_\_\_\_\_\_. He was unique also. A brief explanation of the third member of this peculiar union is that he was a sadistic, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ man.

In this literary society, the three sat around telling ghost stories one night in \_\_\_\_\_\_\_\_\_\_. Percy wrote a story and it was finished by a friend who was rumored to be a \_\_\_\_\_\_\_\_\_\_. On this night, Mary did not have a story, but she had a \_\_\_\_\_\_\_\_ of a fantastical tale. She wrote this \_\_\_\_\_\_\_ down and read it to the group. Percy was so impressed that he urged her to develop it further and \_\_\_\_\_\_\_\_\_\_\_ was published in 1818 when Mary was \_\_\_\_ years old. It was first published anonymously with a \_\_\_\_\_\_ by Shelley that gave great praise to the author.

The last six years of Mary’s life with her husband were filled with personal disasters.

a) October, 1816 = Mary’s half-sister, Fanny Imlay, suicide.

b) December, 1816 = Mary’s step-mom drowned herself while pregnant.

c) September, 1818 = The death of Mary’s third baby, Clara.

d) June, 1819 = The death of Mary’s son, William.

So, at the age of \_\_\_\_\_, she was a mother \_\_\_\_\_ times only to have each of her children die. She became extremely \_\_\_\_\_\_\_, but was slightly relieved by the birth of her second son, \_\_\_\_\_\_ Florence in 1819. However, the following year she had another miscarriage and her step-sister Claire’s child died. She again became extremely \_\_\_\_\_\_\_ and when her husband died, she felt like she let him down as a wife.

Mary died in \_\_\_\_\_\_ at the age of \_\_\_\_ after publishing five novels.

**Target Practice**

This is an ICU formative assessment addressing **SUPPORT, ORGANIZATION, and MECHANICS.** Record your previous feedback on this learning targets below. Doing ALL ICU tasks is required to retake your summative assessment.

Task directions: Mary Shelley was a very unique person who lived a colorful life. Your task is to write an e-mail to Mary explaining how you can identify with different aspects of her life. Use your Mary Shelley lecture background notes and adhere to the specifics below.

The e-mail accurately explains at least two “Mary and Me” connections. This means that the e-mail explains two autobiographical aspects of Mary Shelley’s life that relate to two aspects of your life. In other words, the e-mail explains two parts of your life that relate to the facets of Mary Shelley’s life you chose to explain. The e-mail clearly connects these two concepts, highlighting any similarities and differences. Ideas are thoroughly explained.

The e-mail addresses at least two aspects of Romanticism that Mary believed in and helped to contextualize her novel. Major aspects of Romanticism: the power of nature (causes emotional release), appreciated for the underprivileged, and rebellion. In other words, the e-mail explains two corresponding elements of Romanticism and your views about them. The e-mail clearly describes the relationship between your views and Mary’s views on these two aspects of Romanticism, highlighting any agreements or disagreements. Ideas are thoroughly explained.

The e-mail asks at least two insightful questions to Mary Shelley directly. These two questions are based on autobiographical information you know to be true about her, and they inquire about information you want to know. Possible answers to each question are proposed. Ideas are thoroughly explained.

The e-mail is easily readable. The structure follows that of a professional e-mail, topic sentences dictate what each paragraph addresses; there is “one idea per paragraph.” The writing errors are minimal and don’t distract from meaning: Affect/effect, to/too/two, diction, there/their/they’re, commas after prepositional/transitional phrases, or any other concepts from Writing Minutes.

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| --- | --- | --- | --- | --- |
| **LEARNING TARGET** | 4 | 3 | 2 | 1 |
| **Support**: Did I use accurate and relevant **evidence** to support claims and/or counter claims? | **I can** use an **abundance** of evidence that is **reliable,** **specific, relevant,** **unbiased** and that directly demonstrates by ideas.  | **I can** use a supply of evidence that is **respectable, specific,** **useful, unbiased** and that demonstrates my ideas. | Some evidence **I used** is **helpful, relevant,** **unbiased** and works to demonstrate my ideas. | **I used** little to no evidence; it is **unreliable, vague,** **irrelevant, biased**, plagiarized and/or doesn’t demonstrate my ideas. |
| **Organization**: Did I choose and implement a logical & effective structure so that my audience can understand? | **I can** structure ideas to make my goal **obviously** clear; my transitions are **smooth and artistic.** | **I can** structure ideas to **make my** goal clear; my transitions are **clear,** **obvious and useful.** | **My** structure **implies** that my goal clear; **some of my** transitions help move between ideas. | **My** structure is **confusing** and/or **misleading; my**transitions are **lacking or** **ineffective.** |
| **Language usage**: Did I implement accurate **grammar**, punctuation, and mechanics? | **I can** display an a**dvanced** use of Standard American English grammar, punctuation & mechanics. | **I can** display a s**ufficient** control over Standard American English grammar, punctuation & mechanics. | **I can only** display an **inconsistent or partial** control over grammar, punctuation & mechanics. | **I have** multiple miscues in grammar, punctuation & mechanics; my **errors** **distracted from meaning** |

Date the final draft is due to do peer editing/revision:

**If I was you, I would listen to the podcast called, “Mary\_Letter\_Explanation”. I made this a long time ago; please ignore when I say “worth ten points.” What was I thinking using points? HA.** Also, in the explanation, I kept saying “letter”…I meant “email.” And yes, I know that Caribou coffee doesn’t exist anymore. Also, please ignore what I said about “aesthetics”; please write an email. Finally, it is not due 3/18; it is due in two days. Below is an email that a former student wrote to Mary Shelley. Your task is to review the numbered portions of the letter, determine if they are examples of strong or weak authorship and/or task completion and either explain why they are strong or write an alternative to amend the passage.

Dear Mary,

**My name is Mariah** **(1)**, and I would like to talk to you about your life, and hopefully learn from you.

I have heard that when you were fourteen, you roamed the country side for two years day-dreaming and writing stories. In modern times, this is similar to occupations in the art field that have more relaxed work environments. I am planning on becoming either a musician or a graphic designer, and your experience of working outside of office conditions **is appealing to me (2)**. Specifically, I’m not fond of routine and doing things the same way every day. Although I do not plan on roaming the country side for my work, I do see myself working in conditions that are less restrictive than a typical office atmosphere. **Also,** **(3)** your mom was a feminist writer, and you followed her footsteps and became a writer, although your writing style was quite different. **That reminds me of when** **(4)** I was in pre-school and my teacher asked me what I wanted to be when I grew up; my answer was, “I wanna do what my mommy does.” She is an **accountant and** **(5)** I have changed my mind.

**(6)** I share your appreciation for nature. Today was sunny and warm, and simply setting foot outside lifted my mood. In the spring especially, I feel so aware of the Earth; I acknowledge the breeze and the sunshine feel grateful for life. However, I respect but disagree with your beliefs of rebellion. More often than not, I consider my mother’s advice because she has experienced what I am going through and wants **good stuff (7)** for me.

Mary, what did your marriage mean to you being that you believe in free love, which is basically the opposite purpose of marriage? I do not understand this because I cannot imagine how a marriage would operate without commitment **(8)**. Also, what is it like to run from creditors and ride a donkey to Switzerland? Was it in some way thrilling trying to escape being hunted for your debt, but since you are rebellious, an enjoyable thrill? I can see how someone with your life experiences would find that **cool. (9)**

Thank you, Mary, for taking the time to read my letter.

 Sincerely,

 Mariah Sanchez

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| # | Text Words | +/- | Justification or Amendment |
| 1 | My name is Mariah | - | Thank you for taking the time to read my email.  |
| 2 | Is appealing to me | + | Clear connection to Mary’s life |
| 3 |  |  | Solid use of an appropriate transition |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 | Lacking a |  |  |
| 7 |  |  |  |
| 8 | Lacking a |  |  |
| 9 |  |  |  |
| 10 | Find your own: |  |  |

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| --- |
| **Feedback about my editing skills:** |
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