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## On Repeatedly Rereading Shelley's *Frankenstein*

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## Jessica Rosevear

does Hesse mean when he writes that Siddhartha ‘becomes the heron’ when he meditates?”—is harder for students, and getting a discussion flowing might be easier by having them respond to more innocuous concepts that will prime them for those bigger topics. Getting in on the ground floor with a friendly, “are you somewhat familiar with this general idea?” type of question invites students into the area you’ll be discussing. This technique is especially great for building confidence in shy students so that they eventually feel comfortable delving into deeper critical questions.

4) **Use their love of technology to advance from familiar to unfamiliar territory.**

Technology doesn’t always have to be a Grendel in need of defeating! Writing lessons became a lot more exciting and interactive for students once my classroom was equipped with the technology to project a body paragraph on the board and I could invite students up to highlight and rewrite topic sentences with different colors. Suddenly, all of the students wanted to participate. Connect to students’ love of Twitter by asking them to compose 140-character (or fewer) exit slips summarizing what they learned that day. Finding creative ways to incorporate what they already know and love into your lessons just might encourage them to branch out into the unknown and exciting world of learning that awaits.

Jessica Rosevear is a high school English teacher in New Jersey. She edits the independent literary journal *Killing the Angel* ([www.killingtheangel.com](http://www.killingtheangel.com)).

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## On Repeatedly Rereading Shelley’s *Frankenstein*

Much have I cover’d in the English class,  
And many weighty texts and tests assigned;  
Through rough drafts of essays have I opined  
Which students in good faith have writ *en masse*.  
Oft to one fine novel had I giv’n thought  
That ill-fated Shelley wrote as her chore;  
Yet did I never love its frame structure  
Till I re-read the text each time I taught:  
Then felt I like some scientist gone wild  
When grand ideas arise and must be born;  
Or like a new-made creature, fashioned mild  
And warped by cruelty—who becomes forlorn  
For all men hate the wretched and defiled—  
Pondering pages from a journal torn.

- Vanessa Rasmussen

**Vanessa Rasmussen** is enjoying her sixth year of teaching English at Vineland High School, where she has taught juniors and seniors in a range of courses, from basic skills classes to Honors classes, and is the advisor of the Student Literature Club. She is also an Adjunct Professor of English at Rowan University. She was awarded the M. Jerry Weiss Early Career Teacher Scholarship Award by the New Jersey Council of Teachers of English in 2011.