

Teacher Guide

Cue Sheet

FRANKENSTEIN: A Living Comic Book

Tuesday, October 27, 2026
10:15am & 12:15pm

Questions to ask students **BEFORE** the performance

- What responsibilities do you think scientists have when creating or inventing something new?
- What makes someone seem like a “monster?” Is it how they look, act, or how others treat them?
- What do you already know about the story of Frankenstein or Mary Shelley’s novel?

Questions to ask students **AFTER** the performance

- Who is the “monster” in the story? Explain your reasoning.
- How did the projections and comic-book-style visuals change the way you experienced the story?
- What message do you think the show was trying to share about science and innovation?



About the Performance

Frankenstein: A Living Comic Book is a creative performance inspired by Mary Shelley’s classic story, bringing elements of her novel to life in a modern, visually exciting way. The production blends live acting with comic-book-style visuals, allowing the audience to experience the story as if it’s unfolding in a graphic novel.

The plot centers on a young graphic novelist named Mary who discovers Dr. Victor Frankenstein’s journal. Through his writing, she’s drawn into his secret experiments to conquer death. The script references the “mad scientist” trope, as well as modern equivalents of bringing technology to life, such as robotics and AI. These juxtapositions offer an opportunity for teachers to engage students in discussions regarding how technology can be used to address complex scientific problems, a parallel for how Dr. Frankenstein seeks to achieve immortality.

The show incorporates multimedia design, lighting, and sound to enhance the theatrical storytelling, combining traditional stage techniques like puppetry and masks with modern technology. Altogether, these elements craft an immersive experience that helps audiences better understand the story, its characters, and its themes, including science, responsibility, and the impact of human innovation.



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Vocabulary

abandon (*uh-BAN-duhn*) - to purposefully leave something or someone behind completely

adaptation (*ad-ap-TAY-shun*) - change made to fit a new situation or environment

companion (*kuhm-PAN-yuhn*) - a person or animal you spend time with; a friend

consequence (*KON-si-kwens*) - a result or outcome of an action

creature (*KREE-chur*) - a living being, often animals or imaginary beings

ethics (*ETH-iks*) - moral principles about what is right and wrong

forgiveness (*fer-GIV-nis*) - the act of letting go of anger toward someone who did something wrong

immersive (*ih-MER-siv*) - something that fully surrounds or involves you

immortality (*im-or-TAL-uh-tee*) - the ability to live forever

isolation (*eye-soh-LAY-shun*) - being alone or separated from others

laboratory (*LAB-ruh-tor-ee*) - a place where scientific experiments are done

multimedia (*mul-tee-MEE-dee-uh*) - using different types of media like video, sound, and images together

onomatopoeia (*ah-nuh-mah-tuh-PEE-uh*) - words that imitate sounds (like “buzz” or “boom”)

parent figure (*PAIR-ent FIG-er*) - someone who acts in the capacity of a parent, even if they aren't one

perspective (*per-SPEK-tiv*) - a way of thinking about or viewing something

Prometheus (*pruh-MEE-thee-us*) - a figure from Greek mythology who gave fire to humans and was punished for it

reanimate (*ree-AN-uh-mayt*) - to bring something back to life

repulsion (*ri-PUL-shun*) - a strong feeling of disgust or dislike

responsibility (*ri-spon-suh-BIL-uh-tee*) - being accountable for your actions or duties

revenge (*ri-VENJ*) - harming someone in return for something they did to you

scrim (*skrim*) - a thin, see-through fabric used in theater for special visual effects

uncanny (*uhn-KAN-ee*) - strange or unsettling because it feels oddly familiar

Additional Resources

Visit [schooltimeseries.com/frankenstein](https://www.schooltimeseries.com/frankenstein) to download a study guide, study guide slides and an activity book provided by the show.

Follow us to stay in the loop about upcoming performances and urgent announcements.



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Beyond the Show

These activities can be used before or after the performance to extend themes and concepts of the production to the classroom.

Making a Creature

Artists in the 1920s invented a collaborative drawing game named “Exquisite Corpse.” In this activity, students work together to design a creature without revealing the full concept until the end. First, direct students to fold a piece of blank paper into three sections. After folding, the student should draw the head of a creature in the top section, then fold it over so the next person cannot see it before passing the paper to a different student. The next student then should draw the creature’s middle section, fold it over again, and pass it so a third student can draw the bottom section. Encourage students to let small lines extend over the folds so the different sections connect. When done, each paper should have the work of three students, and all students should have contributed to three creatures. Once everyone has finished drawing, unfold each paper to reveal the completed creatures and discuss how and whether this process made the final creature more surprising or creative.

Storytelling with Sound

As a class, retell a scene from *Frankenstein* using only sound effects and movement. One student or the teacher narrates while others create sounds such as thunder, footsteps, buzzing laboratory machines, creaking doors, or dramatic comic-book-style onomatopoeia like “BOOM!” and “CRASH!” Afterward, discuss how sound helped create suspense and atmosphere without props or costumes.

Rewrite the Story

If you were Dr. Frankenstein, what would you do differently? In this activity, students will rethink the choices Frankenstein made and imagine how different decisions could have changed the outcome. Discuss pivotal moments in the story (either the classic story or the stage adaptation presented at Popejoy) and ask students to consider what they would do differently and explain why. After each response, discuss how that new choice could change the story, the relationships between characters, or the ending itself.