

Medium

Freudian Psychology in *Frankenstein*

Psychological criticism can be seen in many works of literature with one of the most prominent being the Freudian approach and the three psyches. This approach can be used in many ways to convey a character's development in a story. In *Frankenstein* by Mary Shelley the reader is able to see how she uses the Freudian approach to show the development of characters and how the id, ego, and superego influence a character's actions. Throughout the book the reader can most notably see how the monster's psyches develop and how they influence his actions throughout his life with his id psyche being the most prominent throughout the book.

When the monster first left entered the world there was no instruction on how the monster should act in the world that he had just entered but had to learn right from wrong by experiences. With this dilemma the monster acted on his most prominent psyche throughout the book the libidinous id and was later punished for it. He recalls, "One of the best of these I entered; but I hardly placed my foot within the door, before the children shrieked... the whole was roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of missile weapons"(90). The reader can see that the monster has no idea what is right and wrong in the world and was punished. This made the monster realize that breaking into a house is not accepted. The monster learned from this and was more careful when he came up on the next cottage, "but after my late dearly bought experience, I dared not enter it"(90). The monster

develops part of his ego at this moment by learning from his previous experiences to know how society thinks on this matter. The monster also develops his superego in this time period also. When the monster realizes that the cottagers are poor and are struggling to put food on their table he starts to help out, "I discovered also another means through which I was enabled to assist their labors, and brought home firing sufficient for the consumption of several days"(94). The monster's sympathy for the cottagers and wanted to do something for someone other than himself. But the monster also developed his three psyches later on in the book with more focus on certain ones.

In the middle of the monster's life the development of his psyches increases dramatically and the reader starts to see what psyche is the most dominant in the monster. The monster's most prominent psyche is shown when the cottagers find him talking to the old man and run away from him in horror and rage. In this the monster becomes angry and destroys the cottage in a fit of rage, "when I reflected that they had spurned and deserted me, anger returned, a rage of anger"(119). By doing this the monster starts his reign of terror on Victor and shows how the id is taking over the monster's emotions. The monster also shows he acts on emotion and not reason when he asks Victor to create himself a mate, "You must create a female for me, with whom I can live in the interchange of those sympathies necessary for my being"(125) further cementing the fact that he will never be able to find companionship if he only thinks about his own desires, but even though the monster does this he is able to keep calm and prove to the reader that he has not lost all self control by offering a compromise to Victor, "If you consent, neither you nor any other human being shall ever see us again"(126). By doing this the monster shows that he can still think with logic and reason; making the reader think that he has changed his ways of trying to get what he wants through violence, but later proves that he has not.

In the end of the book the reader can clearly see what motivates the monster and how that results in the actions he takes to satisfy his desires. This is shown when Victor decides to destroy the new monster and the old monster sees and is outraged and threatens Victor, "I shall be with you on your wedding night"(143). The monster does this because he will never have a companion and wants to make the one person that could help him with obtaining a mate to suffer the same misery that he has to go through. The monster's id has almost consumed his whole psyche making him have poor judgement in certain areas. This can be seen later when he shows up to the inn where Victor and Elizabeth stay. Victor discovers, "The murderous mark of the fiend's grasp on her neck"(166). The reader can see that the monster has left all reason behind to get revenge on Victor. This shows that the monster does not care about anything but satisfying his own desires making him forever looking for something in his life. The monster realizes this when Victor dies. This makes the monster rethink about what he has done to the people he has injured and what that brought him. By doing this he discovers that he has only encountered more misery. These thoughts made the monster feel remorse and promise to not injure anyone else to fill his never ending hope for companionship, "Fear not that I shall be the instrument of future mischief... neither yours nor any man's death is needed to consummate the series of my being"(185), proving to the reader that the monster has grown and can now think logically. With this the monster shows the end to the development of his psyches.

Throughout the monster's life he shows that the id predominantly influences his actions. He has also showed his development his psychic zones. These are proved by how the monster reacted to the actions taken by the people around him. The monster's actions also proved to the reader that he mostly thinks about himself, but also proves that he has compassion by helping out the cottagers and knowing when his mission is done and he has to stop his reign of terror.

Rationale for *Frankenstein* argument essay: 12th grade 1st semester

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This essay received an overall score of 3. The introductory paragraph does not include the necessary information for the reader (what is the Freudian approach? what is the id?). The body of the paper uses evidence to support the thesis and analysis, but this evidence is hindered by an organization and writing style that is sometimes confusing or disjointed. The body of the work often does not supply enough background information for the reader to understand the concepts being developed. The writing contains very simple transitions between paragraphs. Multiple grammar, punctuation, and diction errors at times contribute to the confusion of ideas, or otherwise detract from the argument.

12th grade Frankenstein 1st semester

Common Core All-Subject Writing Rubric					
Writing Type(circle one): Argumentative Informative/Explanatory Narrative (ELA only)					
CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	X4
ORGANIZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback:			{{Student Reflection on Back}}		
				Total Points Earned	
				Score	