

Dracula

1. Question & Research Task



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Based in the late 1800's, *Dracula* is a gothic novel (fiction) written in epistolary form. *Dracula*, originally titled *The Un-Dead*, was first published in June 1897. Through his novel the author Bram Stoker explores the vampire archetype, the role of women in Victorian culture, as well as moral and religious beliefs. Bram Stoker was not the first person to write about the legends of vampires, but he was the first person to popularize the infamous character Count Dracula.

Bram Stoker was greatly influenced by folklore and mythology when he wrote *Dracula*. In this research lesson, you will learn about the Gothic mode of literature in order to answer the essential question:



Build background knowledge!
Watch the video above to understand the influence Bram Stoker has had on gothic fiction as well as popular culture.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How is the Gothic mode used to create suspense within the reader?

2. Information Sources

Each group has been assigned a category of the gothic mode of literature to research. You and your group members will use a variety of resources to **become experts on your assigned topic**. Use the note-taking organizer on Slide 3.

Group Number and Topic	Resources
Group 1 <i>Definition of Gothic Fiction</i>	Wise Geek - What Characterizes Gothic Fiction? Gothic Fiction The Gothic Experience: History World Book Student – Gothic novel Discovering Literature: Romantics and Victorians – The origins of the Gothic Gothic Literature
Group 2 <i>Place and Setting of Gothic Literature</i>	Virtual Salt - Elements of the Gothic Novel Harry Potter and the Gothic Novel GVRL Dracula Article : click on Plot Summary and characters Gothic Literature Characteristics
Group 3 <i>Recurring Characters in Gothic Literature</i>	Gothic, Novel and Romance: Brief Definitions Gothic Motifs GVRL Dracula Article : click on Plot Summary and characters
Group 4 <i>Recurring Themes in Gothic Literature</i>	Themes in Dracula GVRL Dracula Article : click on Themes Gothic, Novel and Romance: Brief Definitions Elements of a Gothic Novel
Group 5 <i>Recurring Motifs in Gothic Literature</i>	Virtual Salt - Elements of the Gothic Novel Gothic Motifs Discovering Literature: Romantics and Victorians – Gothic Motifs Elements of a Gothic Novel



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3. Student Activity

Follow the steps to complete your research.

- A. While reading, skimming and scanning the resources on slide 2, Complete your notes on page 1 of [this resource](#).
- B. Using your notes and new understanding of the gothic mode, read "[The Masque of the Red Death](#)" with your group. Answer the [Comprehension questions](#).
- C. Analyze the text for the specific gothic element your group researched and complete page 2 of your note-taking resource (linked above).
 - Be sure to explain how Poe uses this element to create suspense in the "The Masque of the Red Death."



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Poe is a writer of Dark Romanticism, commonly confused with gothic literature. [Click here to listen to "The Masque of the Red Death"](#). Consider how the literary movements are similar.

4. Assessment Activity

How is the Gothic mode used to create suspense within the reader?

Part A: In your groups, collaborate to create a presentation sharing your new knowledge using [DE Board](#) or another tool approved by your teacher.

Be sure to include:

- A definition and summary of the specific Gothic element your group researched.
- How your group's assigned element is applicable to *Dracula*
- How your group's assigned element creates suspense within the reader.

Be prepared to share your presentation with your classmates!

• **Part B:** Respond to the question below using one of these formats as directed by your teacher:

- Type your response on a Google Doc.
- Write your response on a sheet of notebook paper.
- Post your response on a [Voice Thread](#) or a [Google Jamboard](#).

So far, how has Bram Stoker used elements of the Gothic mode of literature to create suspense in *Dracula*? Be sure to refer to your notes on the Gothic mode and include examples from the text.

5. Enrichment Activities

Read more about vampires

- [The History of Vampires](#)
- [Vampires: Fact, Fiction and Folklore](#)
- [The Great New England Vampire Panic](#)
- NPR News: [The Modern Vampire: Bloodthirsty, But Chivalrous](#)



Gothic Influence – Now and Then

Read the following resources to identify how the gothic mode influences more than just the written word!

- Khan Academy – [Gothic Architecture: An Introduction](#)
- Discovery Education Streaming Plus – [Art and Music: Medieval Art and Music](#)
- [Cathedral of Notre Dame](#)
- [Chartres Cathedral](#)
- [Gothic Art](#)

6. Teacher Resources

Learning Standards Alignment

[Common Core State Standards for English Language Arts & Literacy](#) **Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) **Inquire:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

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BCPS Curriculum: GT Grade 8 companion to Bram Stoker’s *Dracula*

Time Frame: Time Frame: 3 class periods

- **Day 1: Independent research and small group research**
 - Assign students to read “The Masque of the Red Death” for homework
- **Day 2: Small group application & creation of presentation**
 - Assign students to read Chapters 1 & 2 of *Dracula* for homework
- **Day 3: Student Presentations and Assessment Activity**

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Inform students that some of the resources may cover more than one topic, and students will have to sort through the information to locate pertinent material on their assigned topic.
- You will find numerous resources for Bram Stoker’s *Dracula* in the Gale databases. You can access these resources through the Gale Power Search in BCPS Digital Content found in the [Apps Portal](#).
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)