

Human Made Monsters

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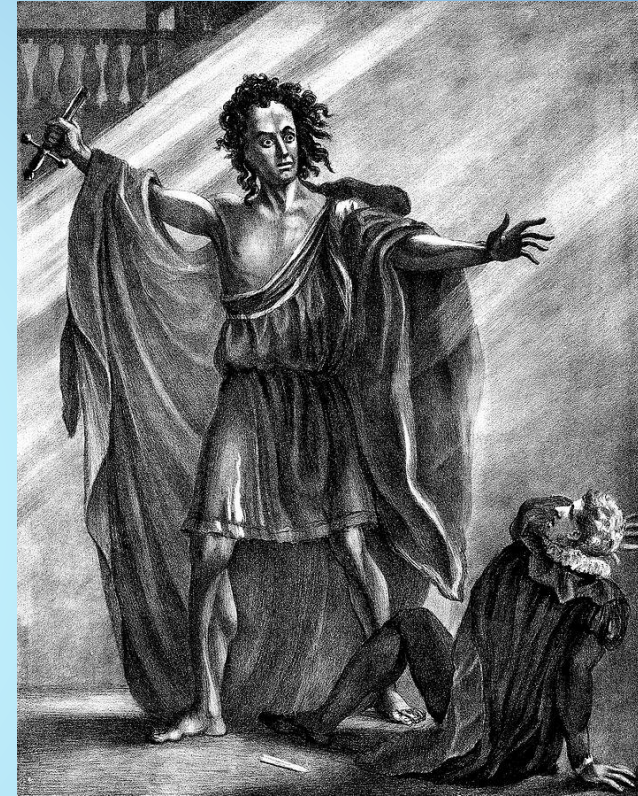
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1. Question & Research Task

Part of being human means being afraid. From the dark to the unknown, from specific attacks to our general security, to loneliness, fear is a natural human reaction to danger, real or perceived.

Over the course of this project, you will be exploring how and why human beings have created certain types of monsters. What was happening in the world when these monsters were first imagined? How have these monsters transformed as society has evolved? Were these creations originally conceived as “monsters” at all?

You will be assessed on your own monster creation and how it addresses the essential question.



Drawing of actor T.P. Cooke as Frankenstein's monster in an 1823 theatrical production

Image Source: Wikipedia Commons

How are society's fears reflected in the monsters we create?

2. Information Sources

First, read the sources below to build background knowledge about the origins of monsters. Then, choose a monster type and take notes on the sources specific to the monster you choose. A note-taking resource is available for you on Slide 3.

- [Monsters Through the Ages Mirror Our Fears](#)
- [What Monsters Mean to Us](#)
- [Myths and Monsters](#)
- [What Makes Horror Movies Scary?](#)

Monster	Sources (When required, see your teacher/librarian for login information.)
Vampire	Vampire Unrest in Peace! Vampire History Vampires & Werewolves in Popular Culture
Zombie	Zombie Here Come the Zombies Zombies Invade Pop Culture Brrraaiins! How Zombies Overran Pop Culture
Werewolf	Werewolf Werewolves The Werewolf Disease Lycanthropy Vampires & Werewolves in Popular Culture
Clown	Clown A Surprising History of the Creepy Clown Origin of Killer Clowns America's New Clown Panic Why People are Afraid of Clowns



Image Source: Wikipedia Commons

3. Student Activity

To help you analyze the sources, use [this notetaking organizer](#) as you explore each source.

You may have an opportunity to work collaboratively in small groups and then share your analysis.

Remember that you will be using these notes to help you support your creation of your own monster.



Image Source: Creative Commons

4. Assessment Activity

How are society's fears reflected in the monsters we create?

Using your notes from the resources and activity, create your own monster. Write a brief explanation of how your monster reflects society's fears, both in history and today. Include which monster was your inspiration, what fears your monster draws upon, and why you chose this monster.

Your teacher will use [this rubric](#) to grade your creation.



The Hydra is a mythical creature.

Image Source: Pixabay

5. Enrichment Activities



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Now that you've created your own monster, think about what a social media account for him/her/they would look like. The image you created of your monster would be the profile picture. However, think about what other pictures your monster would post? What are some examples of messages your monster would share? Who would your monster follow on social media? Use Jamboard, or another digital tool suggested by your teacher, to illustrate your monster's social life in the digital world.

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

[CCSS.ELA-LITERACY.RL.8.1](#)

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.W.8.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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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Grade 8 GT ELA

Objective: Students will be conduct brief, focused research in order to synthesize their research into a monster creation of their own.

Time Frame: Three 45-minute class periods

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.
- Students can make their monsters will paper and other craft supplies or with digital tools.
- 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](#)

Last updated: July 2022 Use this form to [Report Broken Links](#)

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