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***Dracula***

BY BRAM STOKER



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Pre-Reading

#### Theme Authorial Purpose

**Objective:** Preparing to read and analyze a literary text  
Supporting critical reading of a literary text

Authorial purpose and theme are often confused. However, the author may be striving to make a point that has nothing to do with the central idea in the novel.

Example: Imagine you want to change something at your school. Perhaps you want a new item on the lunch menu or books added to the library. What you want becomes your purpose. How do you achieve that purpose? You write a carefully constructed letter to the school board; or you write a newspaper editorial for the school or local paper. In order to impress upon school authorities that what you want is important, you weave together all the benefits of granting your request. The central idea, perhaps the welfare of students, becomes your theme.

Example: Imagine you write children's books and want to write a book about the need for hand washing. Teaching small children to wash their hands becomes your purpose. You wrap your purpose up in a story about a boy who uses hand washing to fend off germ monsters. After a few setbacks, perhaps a cold or two, your hero triumphs. The value of determination and persistence in the face of adversity becomes your theme.

#### Activity

Create a children's book, five to eight pages, in which you employ a strong theme to achieve your authorial purpose.

Note to Student: As you read *Dracula*, pay close attention. Determine the unifying theme of the novel; then determine whether the message Stoker tries to convey and the theme are harmonious or at odds.

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**Chapters I–V****Setting**

**Objective:** Synthesizing information about the role of time and place in a literary text

**Activity**

As a class, create an 1897 Fashion Show event. Use the information Stoker provides in the text, as well as the Internet and other appropriate reference materials.

Each student should design a costume. Examples:

- Transylvanian Peasant (Gypsies)
- Transylvanian Nobility (The Count)
- English Working Class (Zookeeper, Locksmith, Builder, etc.)
- English Professionals (Doctor, Lawyer, Teacher)
- English Nobility (Lords and Ladies)

Research what the men and women of 1897 wore for everyday and for special occasions. Based on your research, design your costume, illustrate it, and label it. Draw it or use a computer to print your design.

Write a fashion show script about your outfit, which includes:

- what materials the outfit consists of,
- who would wear it,
- what event it would be worn for,
- and at what time of year they would be worn.



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Date: \_\_\_\_\_

## Chapters X–XIII

## Irony

**Objective:** Recognizing an author's use of irony in a literary text

In this chapter, Lucy's mother, Mrs. Westenra, removes the garlic flowers from Lucy's room. She is unaware of the supernatural protection they provide for Lucy. It is ironic that Lucy's mother, who thinks she is acting in Lucy's best interest, provides Dracula the access he needs. In this sense, the woman who gave Lucy life becomes indirectly responsible for her death.

*Dracula* is filled with irony. For example, belief in the supernatural protects the Transylvanian peasants. It is their very belief in vampires that allows them to believe in the various tokens that protect them from vampires. Conversely, the increasingly modern British society relies on scientific knowledge and scoffs at superstition, thus, remaining vulnerable to attack by a creature whose existence it dismisses.

**Activity**

The examples above are ironic incidents. Here are some more examples of ironic incidents.

- It rains right after you wash your car.
- A tornado touches down and destroys nothing but a church.
- Your dog rolls in the mud right after its bath.
- A man robs a liquor store and gets hit by a beer truck.

In pairs, brainstorm real-life ironies that have been in the news. Create an editorial cartoon illustrating a real-life irony.

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Date: \_\_\_\_\_

**Chapters XVIII–XXI****Conflict****Objective:** Evaluating conflict and its effect on the plot of a literary text**Activity**

*Dracula* is a work of Gothic horror. Hence, the external conflict between good and evil dictates much of the plot. Other conflicts do arise, however. Locate passages from the text to represent each of the following types of conflicts. Label each as an internal or external conflict. Cite page numbers.

Man vs. Man —

Man vs. Man —

Man vs. Nature —

Man vs. Society —

Man vs. Supernatural Force —