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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Dracula

based on the book by
Bram Stoker

Written by
Susan R. Woodward

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A FEW NOTES ABOUT THE AUTHOR Bram Stoker

On November 8, 1847, Abraham (Bram) Stoker was born in a small town near Dublin, Ireland. Bram Stoker suffered from a long childhood illness that kept him weak most of the time, and he was not even able to walk until he was eight years old. After spending his entire early childhood in bed, and after doctors had used leeches in an attempt to cure his illness, it is understandable that the adult Stoker's *Dracula* would contain themes of rising from the dead and blood-letting. It is also understandable that Stoker made up for lost time by becoming an outstanding athlete.

Upon Stoker's miraculous recovery, he went on to lead a healthy life which included participating in sports at Trinity College at the University of Dublin. He graduated in 1868 with a Master's degree in Mathematics, but his heart was not in that field. Stoker's passion was the theatre, and he wanted to be an actor. At his family's urging, Bram Stoker worked at Dublin Castle as a clerk even though it was not what he really wanted to do.

In 1871, Stoker began writing theatre reviews for the Dublin Evening Mail. Although he received no compensation for his work, it was a creative outlet for his passion. Stoker also began writing and publishing short stories in various magazines. His first story, "The Crystal Cup" (1872), was published by The London Society. This was followed by a four-part serial called "The Chain of Destiny" (1875) and his first novel *The Primrose Path* (1875). While continuing to act as a drama critic, Stoker met the famous actor, Henry Irving, and the two became life-long friends. In 1878, Irving hired Bram Stoker as the manager of his London theatre the Lyceum, and Stoker held that position for the next twenty-seven years.

Before moving to London, however, Bram Stoker managed to woo Florence Balcombe away from playwright Oscar Wilde, and the two were married in Dublin. The Stokers only had one child in their thirty-four year marriage, their son Noel.

While working at the Lyceum Theatre, Stoker continued to write. He published *Under the Sunset*, a collection of short stories, in 1881, and he followed with the novels *The Snake's Pass* (1890), *The Watter's Mou'* (1895), and *The Shoulder of Shasta* (1895). It was in 1897 that Stoker published his masterpiece, *Dracula*. Although he continued to write throughout his lifetime, none of his other works received the praise or popularity as his chilling tale of the mysterious Transylvanian Count.

When Stoker's friend and mentor Henry Irving died in 1905, his death supposedly caused Stoker to have a stroke. Although in failing health, Stoker continued to write, and he published, among others, *Personal Reminiscences of Henry Irving* (1906) and *The Lair of the White Worm* (1911). Stoker died on April 20th, 1912.

INTRODUCTION

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Dracula*. It includes 24 lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the nineteenth century gothic genre. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **group theme project** in this unit. Student groups will select a 19th century Gothic author from a predetermined list. Each group will complete a brief biographical sketch of the author, read two short works (short stories) by the author, and complete a group poster (this last collective effort will be completed in class). The groups will present their information and explain how the literary works by this author fit the gothic genre.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. In the first assignment, students will read two stories and discuss the authors' use of the "gothic" elements. In assignment number two, students will create a journal for characters not directly heard from in the novel. In the third writing assignment, students will write a letter explaining their position on teaching Gothic/Horror literature in school.

There is a **nonfiction reading assignment**. Students must read nonfiction articles, books, etc. to gather information about 19th century ideas and concepts.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES - *Dracula*

1. Through reading Bram Stoker's *Dracula*, students will gain a better understanding of the 19th century Gothic novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will study the themes of good vs. evil, fear, love, and compassion.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Dracula* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Dracula*

Date Assigned	Chapters Assigned	Date Completed
	1-2	
	3-4	
	5-6	
	7-8	
	9-10	
	11-12	
	13-14	
	15-17	
	18-19	
	20-21	
	22-23	
	24-25	
	26-27	

UNIT OUTLINE – *Dracula*

1 Introduction: The 19 th Century Gothic Genre “Dracula’s Guest” PVR- Ch. 1-2	2 Study ?s Ch. 1-2 PVR- Ch. 3-4 Non-fiction work: 19 th Century Ideas	3 Study ?s Ch. 3-4 Media Center Visit PVR- Ch. 5-6	4 Study ?s Ch. 5-6 PVR Ch. 7-8 Quiz 1-6 Fairy Tales Old and New	5 Study ?s Ch. 7-8 PVR Ch. 9-10 Stoker’s Images
6 Study ?s Ch 9-10 PVR- Ch. 11-12 19 th Century Presentations	7 Study ?s Ch. 11-12 Quiz Ch. 7-12 PVR- Ch. 13-14 Characterization Posters	8 Study ?s Ch. 13- 14 PVR. Ch. 15-17 Conflict	9 Study ?s Ch. 15-17 PVR- Ch 18-19 Media Center Writing Assignment 1	10 Study ?s Ch. 18-19 Quiz Ch. 13-17 PVR- Ch. 20-21
11 Study ?s Ch. 20-21 Epitaphs PVR- Ch 22-23	12 Study ?s Ch. 22-23 Quiz Ch. 18-21 PVR- Ch 24-25	13 Study ?s Ch. 24-25 Conflict PVR- Ch 26-27	14 Study ?s Ch. 26-27 Quiz Ch. 22-27 Writing Assignment 2	15 Gothic Poetry
16 Vocabulary Work	17 Group Work: Extra Discussion Questions	18 Research Work: begin posters for authors project	19 In-Class Writing Assignment 3: Persuasion Piece	20 Peer Editing: Persuasion Piece Finish posters
21 Research Presentations Day 1	22 Research Presentations Day 2	23 Review Materials Creative Writing Due	24 Unit Test	

Key: P = Preview Study Questions V = Vocabulary Work R= Read

LESSON ONE

Objectives

1. To become familiar with the elements of the Gothic Literature genre
2. To become familiar with Bram Stoker, the author of *Dracula*
3. To introduce the *Dracula* unit
4. To distribute books, study guides, and other related materials
5. To preview the vocabulary worksheet and study guide questions for chapters 1-2
6. To read chapters 1-2
7. To evaluate students oral reading

Activity #1

Ask students to brainstorm what makes a good ghost/horror story; they should list at least three elements that should be included. Students share ideas aloud and write them on the chalk board. For any of the elements they may have missed (see list on page 115), ask leading questions so that students can come up with the answers themselves.

Activity #2

Give brief notes about the life of Bram Stoker (see A Few Notes About The Author), and discuss how certain aspects of his life might have lead him to write in the Gothic Horror genre. Also, read aloud the story “Dracula’s Guest” which was originally the first chapter of his novel *Dracula*; it was deleted from the novel because of the novel’s length. It can be found on the Internet, but any gothic tale will do for this exercise. (SUGGESTIONS: any short story by Edgar Allan Poe, “Dagon” or “In the Vault” by H. P. Lovecraft. “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne, “Markheim” by Robert Louis Stevenson) Discuss what elements of the gothic genre from the front board can be found in this story.

Activity #3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or

WRITING ASSIGNMENT #1-*Dracula* Writing for Information

PROMPT

You are reading the gothic novel *Dracula* by Bram Stoker, and the class has been exploring Stoker's use of specific gothic elements in his novel. You will choose an author from a select list of authors in the gothic genre and find two short stories written by that author. The teacher will poll the class to see that no two students are writing about the same short story (although they may use the same author). You must also find biographical information about the author.

PREWRITING

After reading the short stories, make a list of 'gothic' elements that the author used. Be sure to keep a list of specific evidence from the text that supports the author's use of a particular element. Write an essay in which you provide biographical information about the author and in which you discuss the author's use of specific gothic elements in the stories you selected. You must support your ideas with textual quotations from the stories as well as evidence you collect from secondary sources (biographical information).

DRAFTING

Introduce your topic in the first paragraph, being sure to end with a thesis statement. Be sure to include the titles and author of the stories that you will be analyzing. Then write seven body paragraphs (one for biographical information, and three paragraphs for **each** of the two stories), each describing how the author uses specific gothic elements in his/her writing. Be sure to include embedded quotations from your biographical research and from both stories in your body paragraphs as support for your thesis. Also, incorporate at least three vocabulary words from the unit into your essay. Finally, conclude by attempting to formulate a hypothesis about why people seem to enjoy being scared. End the conclusion by challenging your reader in some way.

PEER CONFERENCE/REVISING

When you finish the draft, ask another student to look at it. You may want to give the student your worksheets and articles so he/she can double check to see you have included all the information you intended to include. After reading, he/she should tell you what is best about your essay, which parts were difficult to understand or follow, and ways in which your essay could be improved. Reread your essay considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your essay, double-checking your grammar, spelling, organization, and the clarity of your ideas.

PREPARE CLASS PRESENTATION

Make a poster depicting the life of the author, his/her link to the gothic genre, and the specific atmosphere the author tried to create. Include references to the stories you worked with. In a 7-10 minute presentation, share your findings with your classmates.