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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Gothic Literature - Dracula**  **Duration: 10 weeks** | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage 5** | Stage 5:  EN5-2A: effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.  EN5-3B: selects uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning  EN5-5C: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts  EN5- 6C: investigates the relationships between and among texts.  EN5-7D: understands and evaluates the diverse way texts can express personal and public worlds.  EN5-9E: purposefully reflects on, assess and adapts their individual and collaborative skills with increasing independence and effectiveness. | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * respond to and compose increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure * effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies * engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways | | | | | | | | **Students learn about:**   * developing and applying contextual knowledge. * understanding and applying knowledge of language forms and features. * responding to and composing texts in first person perspective. * discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced | | | | | | | | |
| **Background and Key Ideas** | **Background Information:**  Students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and gothic literature and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.  **1.1.2 2.2.2**  In speaking, writing and representing, students shape meaning through the thoughtful selection and ordering of appropriate content and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes. As appropriate, they plan, draft and edit to produce polished texts.  Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others’ compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next. | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| **Student:**  **Literacy Aspect:** Writing texts  **Element:** Cluster 9 Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience  **2.5.2**  **Student:**  **Literacy Aspect:** Writing texts  Element: Cluster 5 Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes.  **Student:**  Literacy Aspect: Comprehension  **Element:** Cluster 7 Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.  **Student:**  **Literacy Aspect:** Comprehension  **Element:** Cluster 2 beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion  **Student:**  **Literacy Aspect:** Reading Texts  **Element**: Cluster 6: Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| Student:  Numeracy Aspect:  Element:  Teaching activities linked to program to increase learning: | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | This unit is to be completed in conjunction with weekly student literacy activities. Literacy activities include worksheets on spelling and grammar, short writing tasks. The writing tasks will vary and can be anything including recounts, comparisons, persuasive writing pieces. Each writing task will have a specific focus e.g capital letters and fullstops, punctuation  **Week 1 and 2: Introduction to gothic literature.**  Brainstorm what students already know about gothic literature.  Where does the term “Gothic” come from:  Referencing the fall of the roman empire and the introduction of the Germanic tribe labelled the Goths by Italian people who saw them as barbaric and something to be feared.  Introduce the key concepts of gothic literature including :mood, atmosphere and key terms  Students are presented with 12 images. Students must select the gothic literature influenced pictures and glue them onto their worksheet. Students are creating a vocabulary page with images and descriptive towards that describe the tone and visuals of the images for future reference. Students are presented with black and white images and must use reasoning skills and knowledge from the lesson to argue why these images are or are not gothic literature genre.  Students must then find the meaning for the following words and attach them to the appropriate image they have just glued in.   1. Overwrought emotion 2. Tyrannical 3. Decrepit 4. Distress 5. Dank 6. Obscure 7. Supernatural 8. Implore   **Week 3-10 : A study of Dracula by Bram Stoker**  Students will study a simplified text (1200 words level 3 pre-intermediate) published by penguin called penguin readers.  www.penguin reads.com  In conjunction with this study students will complete the Dracula work booklet and other Dracula worksheets.  The reading of Dracula will take place as a whole class activity. Students will sit in the circle with a copy of the book and follow the passage being read. In conjunction with the teacher students will take turns to read a section of the passage. Teacher to adjust the length of reading for each student based on their abilities and confidence.  **Week 3**  Introduction to the Dracula novel. Students to sit in the circle. Teacher to read the introduction to Dracula.  Teacher led discussion  Before reading:  Activity 1: Complete the vocabulary task: facts about vampires and word definitions.  Activity 2: Provide students with a word list and ask them to provide :  1 three animals, 2: two jobs, 3: two places for dead people  Activity 3: Discuss what you know about Dracula. Us the following words to write sentences about him:  Coffin blood castle garlic bat  Activity 4: Read the introduction to the book What information does it give you about Dracula and about Bram Stoker’s story.  Read chapters 1 through to 2:  In workbooklets students are to write down the meaning of any word which they are unfamiliar with and provide 5 key points from each chapter.  Complete worksheets for these chapters  **Week 4:**  Literacy activity.  Students are provided with this weeks spelling and vocabulary worksheet. Unit 8. This is to be completed individually and involves students working on different phonetics and spelling conventions.  Adjustmet- There are different levels for these worksheets. Tahni is working out of Book E. While Scott and Ben are working from book D.  Individual learning – students work individually on these work sheets at their own pace. Aiming to complete 2 pages in one session. Teacher and SLSO to walk around room and assist with any questions and clarifications of the work sheet.  Writing Task:  Persuasive writing - On the back of student discussion around Fast and the furious.  F:\Mock ups\Square elements\Numeracy.jpgTeacher to ask students to list all 7 fast and the furious movies from 1 through to 7 in their book. Students are to then rank the movies in order from the ones they enjoyed themost to least. Ranking to be done by numbers in a column next to each title.  Teacher led questioning.  Each student to read out their rankings. And explain why they put the first 2 an last two where they did.  Comparison between students. Did they like the same movies? Talk about how opinions differ and that it is ok for students to like different aspects of the movies.  Discussion around how the movies have evolved. To have 7 movies the plot has to change and evolve quite a bit. Started off being primarily about racing fast cars and has evolved into more action and them becoming a team that help in different situations. Discuss how this might affect a person’s opinions and rankings of the movies.    Read chapters 4 through to 6  Complete chapter worksheets (postponed)  **Week 5:**  Literacy activity  Students have expressed a desire to write and complete a resume that can be used to obtain part time work.  Teacher led discussion- brainstorm on the board.  What types of things do you think go into a resume?  Expected responses: Personal details, school/education history, work experience either paid or volunteered, skills and abilities, interests/hobbies, referees  **2.5.2**  What should you do to prepare for an interview?  Responses: know how to get there, practice some standard interview questions, dress appropriately and be presentable.  What should you do in an interview?  Responses - Be on time, speak clearly, respectfully and confidently, look people in the eye when talking, no fidgeting, listen closely to the questions and feedback.  Student individual work:  Students are provided with both a hardcopy and online template of how a resume might look in terms of layout and what to include.  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgStudents work individually to complete this online. Teacher to assist students by helping them fill out each section, assist with punctuation and grammar.  **Week 6:**  Students to read chapters 3 and 4.  The reading of Dracula will take place as a whole class activity. Students will sit in the circle with a copy of the book and follow the passage being read. In conjunction with the teacher students will take turns to read a section of the passage. Teacher to adjust the length of reading for each student based on their abilities and confidence.  Before reading the chapters teacher to ask the following questions to review chapters 1 and 2.  How does Jonathan feel about staying in the castle?  What do you think will happen to him? – This question helps students to predict what might happen to one of the man protagonists in the novel.  While reading the chapters students number the following sentences in order 1-9. This helps students demonstrate comprehension and their ability to identify key points from the text.   * 1. Dracula asks Jonathan to write three letters.   **2.5.2**   * 1. Jonathan climbs down to Dracula’s window.   2. Dracula arrives in England.   3. Dr Seward decides to speak to Professor Van Helsing.   4. Men bring wooden boxes to the castle.   5. Jonathan finds Dracula in a box in an underground room   6. Mina sees two wounds on Lucy’s neck   7. Dracula goes out in Jonathan’s clothes.   8. Dracula leaves for England   After reading the chapters students complete their worksheets individually at their desks:   1. Are these sentences right (true) or wrong (false)    1. Jonathan is on holiday.    2. Dracula’s castle is in Transylvania.    3. A lot of servants work in Dracula’s house.    4. Dracula’s breath smells really bad.    5. The count wants to buy a house in England.    6. A doctor lives in Carfax.    7. Dracula is not interested in the pictures of Mina and Lucy.    8. Dracula leaves the castle by the front door. 2. Why are the dog, the tall black shape and the bat important to the story? 3. Working in pairs have this conversation with another student:   Student A: You are Arthur. Tell Dr Seward how Lucy is feeling.  Student B: You are Dr Seward. Ask Arthur questions about what has happened to Lucy.  **Week7: Work on character analysis task**  **Teacher directed learning:**  Following the completion of each chapter students will list 5 or more key points from each chapter. This will demonstrate their comprehension of what has been read and will also assist them with the completion of their book review.  Read chapter 7 through to 9  Complete chapter worksheet and workbooklet activities  Read Chapter 10-11  Complete chapter worksheet and workbooklet activities  Students to brainstorm information about several key characters in the novel. Outline the  View the 1958 Dracula movie  **Week 8: Adaptations of Dracula**  Students read Chapter 5 and 6 as a group.  Adjustments: Students have had the novel enlarged to assist them with reading it.  Students to answer the following questions:  Before you read:   1. Discuss these questions 2. Why is Lucy so pale? How will her face change now, do you think? 3. Van Helsing knows how to help Lucy. What do you think he is going to do?   While you read:   1. Fill in the blank to complete the sentence 2. Two men were driving a cart when Renfield them.   (saved, attacked or stopped)   1. Dr Seward was about a wolf when the door crashed open.   (talking, dreaming or reading)   1. Lucy was sleeping when her mother the window.   (opened, closed or broke)   1. Renfield Dr Seward’s blood. (ate, saw or drank) 2. Renfield Dr Seward with a kitchen knife. (cut, saw, or heard)   After you read  15 Who:   1. Gives his blood to save Lucy? 2. Gives Lucy garlic flowers? 3. Tells Arthur not to kiss Lucy? 4. Has long sharp teeth?   16 Why does Van Helsing say, ‘I am afraid that this is only the beginning’?  Students read Chapter 7 and 8.  After each chapter they list 5 things that were important inhat chapter.  In addition students answer the following questions:  17.) Discuss these questions  a.) Chapter 7 is called ‘Beautiful but Evil’. Who is beautiful? How and why is that person evil?  b.) Chapter 8 is called to ‘To Save a Soul’. Whose Soul is this?  While you read:  18.) What happens first? Number these sequences 1-8  a.) Van Helsing tells Seward they must kill Lucy.  b.) Van Helsing and Dr Seward find Lucy’s coffin empty.  c.) Children are attacked in London.  d.) Dr Seward and Van Helsing cut off Lucy’s head  e.) Arthur Holmwood hits a piece of wood into Lucy’s heart.  f.)Dr Seward doesn’t believe that Lucy attacked the children.  g.) Lucy is back in her coffin.  h.) Van Helsing asks for Arthur’s permission to kill Lucy  After you read  19.) Which of these are used to save Lucy’s soul?  Holy bread a child a gold cross a holy book a piece of wood  20.) Answer these questions about vampires:  a.) Do vampires drink blood?  b.) Do vampires turn other people into vampires?  c.) Do vampires live underground?  d.) Are vampires killed with a piece of wood through the heart?   1. Can vampires turn into bats?   **2.5.2**   1. Do vampires die young?   **Week 9: Dracula Chapters 9-11**  Students conclude their studies of Dracula by reading the final 3 chapters and completing the summaries for each chapter. In addition students complete the following worksheets  Before you read:  23.) Dr Seward and the others need to catch Dracula and kill him. What is the best way to do this? Discuss this question.  While you read:  24.) Circle the word that completes the sentence:   1. Mina and Jonathon get married in (England / Hungary / France) 2. Van Helsing Jonathon’s story (Believes / doesn’t hear / doesn’t believe) 3. Van Helsing puts a cross and a garlic flowers around his own and other people’s necks. (five / four / three ) 4. They find boxes in Carfax House (twenty one / twenty-five / twenty –nine) 5. Carfax house is full of (dogs / rats / bats) 6. Van Helsing put in the boxes. (garlic / holy bread / a cross) 7. Mina wants to meet Reinfield because he is (lonely / interesting / a madman) 8. Mina Dracula’s blood. (drinks / does not drink / hates)   After you read:  25.) Answer these questions  a.) Is Mina married to Seward?  b.) Are all the boxes still in the church?  c.) Has Dracula visited Renfield?  d.) Has Dracula visited Mina?  26.) Who says these words? Who are they talking about?  a.) “I hope I never see your sweet face again”  b.) “Am I ties to him forever”  c.) “He came”  Chapters 11  Before you read:  28.) Dracula knows he is in danger. Where do you think he will go?  While you read  29.) Circle the three things that protect Van Helsing from the three women.  Bread fire garlic mirrors blood circle  30.) Find the right end to these sentences:  a.) They destroy all the boxes for signs of change.  b.) Dracula leaves the country until his head comes away from his body.  c.) Van Helsing and Seward watch Mina by ship.  d.) Van Helsing draws a circle on the ground to leave the circle.  e.) Three beautiful women call to Mina around Mina.  f.) The men cut Dracula’s neck except one  After you read:  **2.5.2**  31.) describe Dracula’s death.  32.) How did Mina change after Dracula was killed?  Group Activity:  As a class we analyse 5 key characters and describe their attributes and connections with other characters.  This should include Dracula, Jonathon, Van Hesling, Mina and Dr Seward.  Due to slower than expected progress with the novel the adaptations of Dracula lessons have been postponed.  Students will continue to read the book as a group and complete a chapter summary listing 5 key points for the chapter.  Complete activities in workbooklet relating to the different adaptions of Dracula. Outline the importance the cover plays in enticing the reader to read the novel.  Additionally students complete letter writing activity. Students are to imagine they are either Jonathan, Mina or Van Helsing and write a note to Dr Seward to tell him about their life 12 months after Dracula was destroyed.  **Week 9 and 10 – Book Review**  Students to work on and complete their assessment task of a novel review. Addressing the criteria outlined students will complete the review in sections and potentially type it up on computer.  Students will use their chapter reviews they have completed throughout the term as a basis for their book review.  Adjustments:  Students will be provided with a template on the structure of how to complete a book review. This will include introduction, body and conclusion and provide a guide on how to complete the assessment. | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | |
| * Scaffolded lesson plans * Literacy activities changed to adjust for literacy levels * One-on-one support where required * Short lessons * Engaging topics * Behaviour management strategies   **1.5.2 1.6.2**   * Visuals’ and kinaesthetic learning * Group learning * Discussion based topics | | | | | | | * Program assists students with furthering their literacy skills. * Develop cultural acceptance to assist with accepting diversity in the work force. * Improved communication skills * Developing understanding on people from different cultures   **1.1.2 3.3.2**   * Language development * Collaborative learning * Self-manage | | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | |
| **1.) Assessment for learning**: Character analysis Completed in week 8  **5.1.2 5.3.2**  Assessing: Knowledge, recall and understanding  Outcome: EN5- 6C: investigates the relationships between and among texts  Activity:  Part 1: As students read each chapter they develop a character flowchart of new characters that are introduced. This establishes the connections and links between characters and helps to develop an understanding of the relationship between different characters.  Part 2: Students provide a character analysis of Dracula and one other main characters from the novel. The analysis should include a description of the attributes of the character. Their feelings and emotions throughout the novel and relationships with other characters.  **2. Assessment for learning:** End of topic :Book Review Completed in week 9-10  Assessing: EN5-5C: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts  Activity: Students use their character analysis and chapter summaries to formulate a review of Dracula by Bram Stoker. It should include an opening paragraph about the book and should also include what the book is about, where it is set, the main characters. It should finish by stating your opinion of the book and why you did or didn’t like the novel. | | | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | | | |
| Penguin Readers – “Dracula” by Bram Stoker. Level 3- Pre-intermediate  Dracula workbooklet  Additional Dracula worksheets (self-written)  1958 Dracula – Movie by Christopher Lee | | | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations**  **3.6.2** | |
| Guiding Questions  What worked well?  Although reluctant initially we persevered with the topic and students started to gain an interest in both the readings and the characters in the books.  The simplified and shorten text allowed students to experience a classic novel without getting bogged down in heavy text. The fact that a chaoter or 2 could be read in a lesson and students answer questions related to the text allowed for greater chance of understanding.  What needed to be changed?  The delivery of each child reading a page slowed the progress and frustrated different students at different times. It worked better when I read predominantly and students read a couple of paragraphs at a time. In addition, completing the chapter summaries as a group allowed for a more accurate reflection compared to when students completed their own summaries.  What do I think the students gained from this lesson?  Students were able to use knowledge that they had obtained through movies and other series and use this information to work out what was happening in the novel.  How well did this unit match the Elements of Learning and Achievement?  I thought this unit matched the elements of learning and achievement strongly. As well as a strong focus on literacy the elements included numeracy, global citizen, actions and choices.  What did I learn?  There are many spin off series, novels, movies as a result of Bram Stokers’s Dracula. For many students this is how they know about vampires.  How will I use this experience to extend my practice in the future?  This has helped to develop a bit of confidence when teaching English as a topic area. | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |