

Monster Monday: The Good, the Bad, and the Sparkly

Vampire Tropes Through History

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Grade Level	9th – 12th Grade	**Time Frame**	120-160 minutes
Subject	English/Language Arts		

Essential Question

How do authors use similar tropes but come up with different variations of the same character?

Summary

Enter if you dare. This highly spooky lesson will have your students exploring the history, motivation, and global perspectives of vampires through excerpts and videos across time. Make sure when you embark on this adventure with your students that you keep a close eye on them throughout—vampires tend to hypnotize their prey. You may just find your entire class has succumbed to the lure of these creatures before the lesson is done!

Snapshot

Engage

Students engage in an Always, Sometimes, or Never True activity to get them thinking about popular vampire tropes.

Explore

Students use the Affinity Process strategy to generate a collection of common vampire tropes. Working as partners, students combine like tropes into categories. Students then work in a group to add other pairs' tropes to their categories.

Explain

Interacting with several stories, students examine videos, analyze excerpts from texts, and read a nonfiction text about the history of vampires to determine the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices when writing about vampires.

Extend

Students create a digital timeline to show how vampires have changed over time and what influenced each author's iconic vampire characters.

Evaluate

Students create a one-pager to answer the questions, "How do these authors address the same topic?" and "How did these authors reach different conclusions due to the time period in which they wrote?"

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.R.1: Analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

Attachments

- Card Matching—The Good, the Bad, and the Sparkly - Spanish.docx
- Card Matching—The Good, the Bad, and the Sparkly - Spanish.pdf
- Card Matching—The Good, the Bad, and the Sparkly.docx
- Card Matching—The Good, the Bad, and the Sparkly.pdf
- Dracula Excerpts—The Good, the Bad, and the Sparkly - Spanish.docx
- Dracula Excerpts—The Good, the Bad, and the Sparkly - Spanish.pdf
- Dracula Excerpts—The Good, the Bad, and the Sparkly.docx
- Dracula Excerpts—The Good, the Bad, and the Sparkly.pdf
- Field Guide to Vampires—The Good, the Bad, and the Sparkly - Spanish.docx
- Field Guide to Vampires—The Good, the Bad, and the Sparkly - Spanish.pdf
- Field Guide to Vampires—The Good, the Bad, and the Sparkly.docx
- Field Guide to Vampires—The Good, the Bad, and the Sparkly.pdf
- Interview With the Vampire Excerpts—The Good, the Bad, and the Sparkly - Spanish.docx
- Interview With the Vampire Excerpts—The Good, the Bad, and the Sparkly - Spanish.pdf
- Interview With the Vampire Excerpts—The Good, the Bad, and the Sparkly.docx
- Interview With the Vampire Excerpts—The Good, the Bad, and the Sparkly.pdf
- Lesson Slides—The Good, the Bad, and the Sparkly.pptx
- Notes About Vampires—The Good, the Bad, and the Sparkly - Spanish.docx
- Notes About Vampires—The Good, the Bad, and the Sparkly - Spanish.pdf
- Notes About Vampires—The Good, the Bad, and the Sparkly.docx
- Notes About Vampires—The Good, the Bad, and the Sparkly.pdf
- Twilight Excerpt—The Good, the Bad, and the Sparkly - Spanish.docx
- Twilight Excerpt—The Good, the Bad, and the Sparkly - Spanish.pdf
- Twilight Excerpt—The Good, the Bad, and the Sparkly.docx
- Twilight Excerpt—The Good, the Bad, and the Sparkly.pdf

Materials

- Lesson Slides (attached)
- Notes About Vampires (attached; one per student)
- Dracula Excerpts (optional; attached; one per student)
- Interview With the Vampire Excerpts (optional; attached; one per student)
- Twilight Excerpt (optional; attached; one per student)
- Field Guide to Vampires (optional; attached; one per student)
- Card Matching sets (optional; attached; one per student)
- Vampires eLearning Activity
- Sticky notes
- Student devices with internet capability
- Pen
- Markers, crayons, colored pencils, etc.
- Blank paper (one per student)

30 minutes

Engage

Introduce the lesson using the attached **Lesson Slides**. Display **slide 2** to share the essential question and **slide 3** to go over the lesson's learning objectives.

Move to **slide 4** and share the instructional strategy Always, Sometimes, or Never True with your students. Move to **slide 5** and ask students whether the statement ("Vampires have a reflection") is always, sometimes, or never true. Have students discuss their thoughts with an Elbow Partner. Ask a few students to share their responses. Remind them to justify their answers.

Repeat this process for **slides 6–9**.

Possible Student Responses

Due to the ever-evolving nature of this topic, there are no correct or incorrect responses during this activity. The purpose of these prompts is to engage your students, get them to draw on their prior knowledge, and begin a discussion about these tropes.

30 minutes

Explore

Move to **slide 10.** Share the definition of *trope* with your students:

1. A recurring theme or motif, as in literature or art:
   The heroic trope.
2. A convention or device that establishes a predictable or stereotypical representation of a character, setting, or scenario in a creative work:
   From her introduction in the movie, the character is nothing but a Damsel in Distress trope.

Display **slide 11.** Share the instructional strategy Affinity Process with your students. Have them write down as many characteristics of vampires as they can think of, with one characteristic per sticky note. Once your students have exhausted their prior knowledge, move to **slide 12**. Have students pair up and review their sets of sticky notes together. Have pairs group similar sticky notes together, then label these categories.

After pairs have completed their groupings, display **slide 13**. Have each pair combine with another pair, resulting in a group of four. Have these groups of four repeat the process.

40 minutes

Explain

Teacher's Note: Previewing Videos Prior to Teaching the Lesson

Before teaching this phase of the lesson, preview the videos embedded below. Determine what is appropriate for your students and your school district's policy.

If you choose to share the True Blood pilot's opening sequence, you will need to stop the video at 2:00. The link will take you to a video that will stop at 2:00, but the video will not automatically stop.

Pass out the attached **Notes About Vampires** handout and instruct your students to take notes. Move to **slide 14** and play the clip on the slide, "Angel - Introducing Angel Featurette (Season 1)," for students. Repeat this process with **slides 15-17**, with the clips "Blade Official Trailer #1," "True Blood Pilot Opening Sequence," and "The Strain | Trailer."

The clips are also embedded below:

Embedded video https://youtube.com/watch?v=G19HhL9H4JI
Embedded video https://youtube.com/watch?v=kaU2A7KyOu4
Embedded video https://youtube.com/watch?v=7vmuHzhHEdI
Embedded video https://youtube.com/watch?v=j-Y8B700lNA

Display **slide 18** and instruct your students to review their notes with an Elbow Partner.

Move to **slide 19**. Discuss *Dracula* author Bram Stoker with students, asking them to consider how the influences on the slide might have affected Dracula's character. Repeat this on **slide 20** (Anne Rice's *Interview With the Vampire*), **slide 21** (Joss Whedon & David Greenwalt's Angel from "Buffy the Vampire Slayer"), **slide 22** (Stephenie Meyer's *Twilight*), **slide 23** (Charlaine Harris's *The Southern Vampire Mysteries*), **slide 24** (Marvin Wolfman's "Blade"), and **slide 25** (Guillermo del Toro and Chuck Hogan's *The Strain*).

Move to **slide 26** and share the link to the **Vampires eLearning Activity** with your students. Instruct them to continue taking notes as they go through the activity. They'll use these notes later as references when working on the interactive timeline.

Optional: Paper Version

If your students do not have access to devices where they can complete the eLearning activity, you may instead choose to print the attached **Dracula Excerpts**, **Interview with a Vampire Excerpts**, **Twilight Excerpt**, and **Field Guide to Vampires** for them to read.

If using the paper handouts, use **slides 27–30** to guide your students through the readings. Once your students have finished, have them review their notes with an Elbow Partner.

35 minutes

Extend

As students work through the eLearning activity, they should come to the final activity: an interactive timeline. Here, students sort the different works and tropes into a timeline, which shows how vampires in media have changed over time.

Let students know they should end up with one work (*Twilight*, *True Blood*, *Dracula*, etc.) per slot on the timeline. After they've sorted each work into a slot, the eLearning activity generates tropes for the students to match to each work.

Optional: Printable Card Matching Cards

If your students do not have access to devices where they can complete the eLearning activity, you may instead choose to print the attached **Card Matching** document. Print out one set per student, and cut out each set ahead of time.

If going this route, display **slide 31** and share the Card Matching instructional strategy with your students. Pass out the Card Matching sets to your students. Tell them the goal of this activity is for them to take the knowledge they've gained up to this point and determine how political, economic, and historical influences changed vampires in literature and media.

Once your students have completed the eLearning activity (or Card Matching activity), use **slides 32-43** to go over the answers.

40 minutes

Evaluate

Display **slide 44**. Share the One-Pager instructional strategy with students. Invite students to create their own One-Pager that illustrates and answers the questions, "How do these authors address the same topic?" and "How did these authors reach different conclusions due to the time period in which they wrote?"

Provide materials and have students create their One-Pagers.

Resources

- K20 Center. (n.d.). Always, sometimes, or never true. Strategies. https://learn.k20center.ou.edu/strategy/145
- K20 Center. (n.d.). Affinity process. Strategies. https://learn.k20center.ou.edu/strategy/87
- K20 Center. (n.d.). Card matching. Strategies. https://learn.k20center.ou.edu/strategy/1837
- K20 Center. (n.d.). Elbow partner. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). One-pager. Strategies. https://learn.k20center.ou.edu/strategy/72
- YouTube. (2013). *Angel - Introducing Angel Featurette (Season 1)*. *YouTube*. Retrieved October 3, 2022, from https://www.youtube.com/watch?v=G19HhL9H4JI
- YouTube. (2011). *Blade Official Trailer #1 - (1998) HD*. *YouTube*. Retrieved October 3, 2022, from https://www.youtube.com/watch?v=kaU2A7KyOu4
- YouTube. (2016). *The Strain | Trailer | iflix*. *YouTube*. Retrieved October 3, 2022, from https://www.youtube.com/watch?v=j-Y8B700lNA
- YouTube. (2009). *True Blood Pilot Opening Sequence*. *YouTube*. Retrieved October 3, 2022, from https://www.youtube.com/watch?v=7vmuHzhHEdI