

Monster Monday: Puppy Love

Werewolves Who Write

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Subject English/Language Arts

Essential Question

How do time and culture shape how the author writes a character? How does an author's background, culture, and time period influence how they write something?

Summary

"And they called it puppy love..." This lesson will have students falling in love with werewolves from all packs as they explore how mythology and lore has progressed over time, place, and culture. After they discover which pack they belong to, they will work together to design a movie poster that depicts key information about their werewolf before writing the untimely story about their first wolfing out experience in the form of a monologue. Make sure when you embark on this next adventure in the Monster Monday series that you keep an eye on the students as you dive into this lore. Hypertrichosis spreads almost as fast as fleas!

Snapshot

Engage

Students take a personality quiz to determine which werewolf pack they best fit in with.

Explore

Students learn about the history and lore of their pack through articles they access via a Wakelet.

Explain

With their packs, students create a movie poster which synthesizes what they have read and paints a picture of their own werewolf.

Extend

Students write a monologue of their "transformation experience" that will appear in their movie.

Evaluate

Students read the "transformation experiences" of their peers in other wolf packs and provide them with feedback on their writing through two stars and a wish.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 11)

11.3.R.1: Analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
11.3.R.5: Evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.
11.3.W.1: Compose narratives reflecting real or imagined experiences that:

- include engaging plots involving well-developed, complex characters resolving conflicts
- establish narrator(s) that enhance(s) the narrative
- are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
- provide clear descriptions, using precise language, sensory details, and dialogue
- include varied syntax to enhance readability
- emulate literary elements and/or literary devices from mentor texts

11.3.W.4: Blend narrative, informative, and argumentative writing to suit their audience and purpose.

Attachments

- Identity Chart - Puppy Love - Spanish.docx
- Identity Chart - Puppy Love - Spanish.pdf
- Identity Chart - Puppy Love.docx
- Identity Chart - Puppy Love.pdf
- Lesson Slides - Puppy Love.pptx
- My Wolf Pack - Puppy Love - Spanish.docx
- My Wolf Pack - Puppy Love - Spanish.pdf
- My Wolf Pack - Puppy Love.docx
- My Wolf Pack - Puppy Love.pdf
- Poster Checklist - Puppy Love - Spanish.docx
- Poster Checklist - Puppy Love - Spanish.pdf
- Poster Checklist - Puppy Love.docx
- Poster Checklist - Puppy Love.pdf
- What is a Monologue-Inside Out- Puppy Love - Spanish.docx
- What is a Monologue-Inside Out- Puppy Love - Spanish.pdf
- What is a Monologue-Inside Out- Puppy Love.docx
- What is a Monologue-Inside Out- Puppy Love.pdf
- Wolfpack Quiz - Puppy Love - Spanish.docx
- Wolfpack Quiz - Puppy Love - Spanish.pdf
- Wolfpack Quiz - Puppy Love.docx
- Wolfpack Quiz - Puppy Love.pdf

Materials

- Lesson Slides - Puppy Love (attached)
- Wolfpack Quiz - Puppy Love (attached; one per student)
- My Wolfpack - Puppy Love (Reading Note Catcher) (attached; one per student)
- What is a Monologue? - Puppy Love (Inside Out) (attached; one per student)
- Identity Chart - Puppy Love (attached; one per student)
- Poster Checklist - Puppy Love (attached; optional; one per group)
- Wakelet (linked)
- Chart paper (3 pieces cut in half for the collaborative word cloud and 6 for the posters)
- Markers, colored pencils, crayons

- Pencil
- Personal devices
- Wifi

Engage

Introduce the lesson using **slide 1** of the attached **Lesson Slides**. Display **slide 2**, pass out the attached **Wolf Pack Quiz** and ask the students, “Which Wolf Pack Do You Belong To?” Make sure to provide them with plenty of time to complete the quiz. Let the students know that they may not feel like one of the answers applies exactly to them but reinforce that they should respond with the answer that **best** represents them.

Display **slide 3** and have the students score their own quizzes by adding up the total number of each response type (i.e., the total number of times they responded with “A,” the total number of times they responded with “B,” the total number of times they responded with “C,” etc.). Think back to the quizzes in teen magazines.

Move to **slide 4** and share the five packs:

1. Skinwalkers of the Navajo People
2. Berserkers of the Viking Warrior Culture
3. Lobisomem of Brazilian and Portuguese Folklore
4. Wurdulac from Slavic History
5. Lycaon of Greek Mythology

Share **slides 5-9** to share what their results from the quiz represent.

Display **slide 10** to share the Essential Question: How do authors use similar tropes but come up with different variation of the same character?

Display **slide 11** to go over the lesson's Learning Objectives:

- Students synthesize their understanding of different cultural representations of mythological creatures by designing a movie poster of their werewolf creature.
- Students compose a monologue of their “change” experience based on werewolf lore.

Explore 1

Teacher's Note

The wolf packs and associated reading have been chosen to reflect a diverse array of werewolf lore. As you preview the reading, you will find that some werewolves do not appear to be werewolves at all. They appear to be humans with animal pelts over them or appear to be more vampiric than werewolf. The reading will explain this for the students; however, you may also want to share with the whole group at some point that as mythology and lore progressed through time, differentiation between different animals became more distinct. In older versions, however, there was a lot of overlap.

Now that the students have been sorted into their wolf packs, have them access the informational texts on the history and lore of their packs. Pass out the attached **My Wolf Pack** note catcher handout and display **slide 12** which has the QR code and tinyURL for the Wakelet and directions for students. Provide the students with sufficient time to read the three articles for their pack and take notes. It should not take more than 30 minutes to complete.

Teacher's Note: Wakelet

Students can do this activity in groups or individually. To access the Wakelet, students just need to follow this link. https://wakelet.com/wake/_nP1cMRD9f9_qk_ifMpYQ

Move to **slide 13** and share the instructional strategy Collaborative Word Cloud with students. Pass out half of a piece of chart paper and markers. Instruct them to work with their pack in order to create a word cloud that highlights the different descriptive words found in their reading:

1. Words noted by **everyone** in the pack should be written in **large** letters.
2. Words noted by **some** in the pack should be written in **medium-sized** letters.
3. Words noted by **only one** person should be written in **smaller** letters.

Move to **slide 14** and share the definition of a "werewolf." Based on their readings, this definition may not match perfectly with what some students have read.

Display **slide 15** and share the definition of "archetype" with the students. Take this opportunity to discuss this concept.

Move to **slide 16** and review the definition of "tropes" with the students. Take the opportunity to discuss the difference between tropes and archetypes with them. If they are struggling, explain that **archetypes** are words that primarily refer to the original pattern or model of a character. An archetype is larger than life and represents the "best" or the "worst" characteristics of that character. **Tropes** are words which may occur in a difference sense than the original signification. As social values and cultural norms change, so do tropes. Tropes are concrete representations of things and characters.

Display **slide 17** and share the image of Annie Jones, a woman who suffered from hypertrichosis, also known as "werewolf syndrome." Annie Jones was the famous Bearded Lady in P.T. Barnum's Circus.

Explain 1

Move to **slide 18** and share the instructional strategy Painting A Picture with the students. Inform them that typically you would get images, cartoons, posters, etc. to analyze and "paint a picture" of what is happening in words,; however, they are doing the opposite. Remind the students of the reading, note taking, and collaborative word cloud they did on their wolf pack. Now, with their group, they will take the information they have learned and synthesize it to create a movie poster.

Share the following requirements for their poster with them:

- Write a brief one sentence synopsis of their story.
- Identify the setting of this particular lore. Include where is originated.
- Explain the story's relation or reference to the culture.
- Create a visual of their creature and capture how the pack envisions them.

Display **slide 19** and have students look at a few movie posters from the 1931 film *Dracula*. While this second lesson in the Monster Monday Series is about werewolves and takes the students further toward answering the Essential Question, the first lesson is about vampires, so students should have some background knowledge to pull from. This will also be a good, "soft" way in which to discuss the requirements of their group posters.

Display **slide 20** which has one example *Dracula* movie poster along with the requirements for students. Keep this displayed while they work on the posters. You may also wish to print and handout a copy of the attached **Poster Checklist** so that groups have it at their work spaces as well. Students should not spend too much time on this part of the lesson. The key is for them to be able to share the pertinent information of their wolfpack with the rest of the class.

Once students have completed their movie posters, consider having them share them with the class or having students participate in a Gallery Walk.

Explore 2

Display **slide 21** and share the instructional strategy Inside Out with students. You may pass out the attached **Inside Out** handout (What is a Monologue) or simply instruct students to draw three circles on the back of their My Wolf Pack handout from earlier. Have students write down what they know about monologues in the innermost circle.

Move to **slide 22** and instruct students to share what they wrote down with a partner. As their partner shares what they wrote down, students should record any ideas that are new to them.

Move to **slide 23** and instruct students to record the following as they watch some examples of monologues being shared:

- What do you notice?
- What is included?
- How might you create your own monologue?

Teacher's Note: Sample Monologues

Choose two of the four videos or choose one of your own. Alternatively, you may also choose to have students reflect back on monologues they have read or studied in other units.

Use **slides 24-27** to share the following sample monologues:

Embedded video https://youtube.com/watch?v=BKIgv8AhffA
Embedded video https://youtube.com/watch?v=vh7_WKODlE8
Embedded video https://youtube.com/watch?v=8x0COtH4Vrw
Embedded video https://youtube.com/watch?v=vi0Lbjs5ECI

Explain 2

Teacher's Note: Setting Up

Before beginning this portion of the lesson, set up a piece of chart paper. At the top, write "Monologues," and section the paper into three sections:

- Definition of a monologue.
- Types/examples of monologues.
- What is include in a monologue.

Use **slide 28** to guide the class discussion as you complete the Anchor Chart with their responses. Once students have run out of things to add to the chart, use **slides 29-31** to share the formal definition, examples, and steps to create a monologue with students.

Extend

Display **slide 32**. Pass out the attached **Identity Chart** handout and share the instructional strategy, How am I Feeling? What am I Thinking? with students. Instruct them to write their name and the werewolf they learned about in the center of their Identity Chart.

Ask them to try to get themselves in the mindset of a werewolf. Around the circle they should record words or phrases that describe how they might feel during their transformation and what they might be thinking during this transformation.

Provide students with just a few minutes to complete their identity charts. Move to **slide 33** and play the linked video to give them with one more short example. When the video is over, provide the students with a few more minutes to complete their chart.

Embedded video

https://youtube.com/watch?v=e69Qt9gin88

Display **slide 34** and instruct the students to take everything they have learned in this lesson to write a monologue that they would include in the movie they created a poster for earlier. Encourage them to use the following artifacts from the lesson to help them with their writing:

- My Wolf Pack (Reading Note Catcher)
- Collaborative Word Cloud with descriptive words
- Movie poster for inspiration
- Identity Chart for key words and phrases about the feelings of wolfing out
- Inside Out Chart
- Monologue Anchor Chart

Evaluate

Once students have completed writing their monologues, divide them into groups of three as best you can, ensuring that students of different wolf packs are in groups together. The goal is for them to read and learn more about other packs at this time.

Display **slide 35** and instruct students to read their partner's monologues. When they finish reading, have them either write down or share with the author two things they did well and one thing that they could do to improve their monologue.

Resources

- K20 Center. (n.d.). Anchor charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Collaborative word clouds. Strategies. https://learn.k20center.ou.edu/strategy/103
- K20 Center. (n.d.). Gallery walk / carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.) How am I feeling? What am I thinking?. Strategies. https://learn.k20center.ou.edu/strategy/187
- K20 Center. (n.d.) Identity chart. Strategies. https://learn.k20center.ou.edu/strategy/2729
- K20 Center. (n.d.) Inside out. Strategies. https://learn.k20center.ou.edu/strategy/93
- K20 Center. (n.d.). Painting a picture. Strategies. https://learn.k20center.ou.edu/strategy/1331
- K20 Center. (n.d.) Two stars and a wish. Strategies. https://learn.k20center.ou.edu/strategy/83
- K20 Center. (n.d.) Wakelet. Tech Tool. https://learn.k20center.ou.edu/tech-tool/2180
- YouTube. (2014). *"Carpe diem. Seize the day." - Dead Poets Society*. *YouTube*. Retrieved January 30, 2023, from https://www.youtube.com/watch?v=vi0Lbjs5ECI
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- YouTube. (2019). *Us (2019) - Meet the Tethered Scene (3/10)*. *YouTube*. Retrieved January 30, 2023, from https://www.youtube.com/watch?v=vh7_WKODlE8
- YouTube. (2021). *Dead Poets Society - "Rip it out" scene*. *YouTube*. Retrieved January 30, 2023, from https://www.youtube.com/watch?v=8x0COtH4Vrw