Title of Lesson: Introduction to Gothic Literature Lesson Plan
Subject Area: Language Arts
Grade Level: 11th grade
Date: Fall 2013
Time: 50 Minutes

General Overview:
Through the activities presented in this lesson, students will gain an understanding of the characteristics and elements of gothic literature. Through a series of instructions, including journals, lecture, discussion, and activities using media, the students will gain enough knowledge about gothic literature to allow them to better analyze the texts that accompany this unit. After this lesson, the students will be able to do things such as read Poe’s, “The Masque of the Red Death”, while looking for and picking out its gothic characteristics at a higher success.

Objectives:
• Define key vocabulary associated with this genre of literature.
• Identify the characteristics and elements of Gothic Literature within text, pictures, and video.
• Recognize symbols within gothic text, pictures, and video.

Standards:
• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
• Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Material Needed:
• Computer/Projector
• Gothic Literature PowerPoint (Attachment 1)
• Gothic Literature Worksheet (Attachment 2)

Procedure:
Anticipatory Set:
• Journal Entry: As bell work, students will be asked to write a journal entry in their American Literature Notebook for the first 5-7 minutes of class. They can pick one of two prompts.
  • What is something that you fear? Why?
  • Tell me a story about a time in your life when you were scared? How did you feel?
• The teacher will spend the next 5-7 minutes allowing the students to share their entries.
• The teacher will have written “gothic” in the middle of the white board. As students share their journals, the teacher will pick out key works and ideas they say that are linked to gothic literature and write them on the board.
• Discussion is encouraged at all times during this activity.
Activity 1:
• Students will receive the Gothic Literature worksheet.
• Students will be given 5 minutes to brainstorm any previous knowledge they may have on the vocabulary words in the left hand column on the worksheet. They will be asked to write any key words or phrases that come to mind on the paper.
• After the five minutes is up, the teacher will begin the PowerPoint presentation. The teacher will lecture about each of the vocabulary words, explaining how they are linked to gothic literature.
  • Teacher will encourage and facilitate discussion on each of the words.
  • The teacher will ask about their brainstorming ideas as well and allow them to write in the correct ideas on their worksheet.

Activity 2:
• Students will be shown a series of pictures on the Powerpoint presentation and be asked to pick out the gothic characteristics and elements of each picture. They will then write their ideas in the correct box on the Gothic Literature Worksheet.
  • Teacher will facilitate discussion.
  • What gothic elements do you see in the picture?
  • What items do you see in the picture and what do they symbolize?
  • What do you notice about the colors used in the picture?
• Students will be shown three, short movie clips from famous horror flicks. They will be again asked to pick out the gothic characteristics and elements of each clip. They will then write their ideas in the correct box on the Gothic Literature Worksheet.
  • Teacher will facilitate discussion.
  • What gothic elements do you see in the picture?
  • What items do you see in the picture and what do they symbolize?
  • What do you notice about the colors used in the picture?
  • What did you notice about the sounds?
  • What did you notice about the setting?

Closing Activity:
• Students will be asked to fill out the last box on the Gothic Literature Worksheet. They will write a paragraph telling me something interesting they learned about gothic literature in class.
• Students will turn in worksheet to teacher.

Accommodations:
• Students who need preferential seating will be encouraged to move where they feel comfortable.
• Students who need a copy of the powerpoint slides will be given one.

Evaluation:
Informal:
Students will be informally evaluated through my observation of the activities and the discussion that take place.

Formal:
Students will be formally evaluated by physically handing in the worksheet we complete and through their success when analyzing and reading texts in the gothic literature unit.