**CONCEPT:** Be afraid … a study of the Horror Genre.

**ASSESSMENT:**

1. Students will be required to write an essay and then submit it to their class teacher for marking.
   
   **Essay Question:**
   Evaluate how effectively the composers of the texts that you have studied use the conventions of the horror genre to create a cathartic experience for their responders.

2. Students will be required to create a digi-story OR participate in making a short film based on the concept.

**TEXTS:**

- **Visual text**
  
  Film/short film: *Monster House*, excerpts from Bela Legosi *Dracula* and *Nosferatu*

- **Written text**
  

- **Written and Visual text**
  
  Picture book: ‘The Watertower’;

**IN-CLASS ACTIVITIES:**

Write and peer-mark a short story or poem in the horror genre; completing then creating a horror genre quiz; analysis of each text set for study (STEW paragraph written on each); viewing pop-quiz on Michael Jackson’s ‘Thriller’ film-clip; short-answer questions; group presentations to class (mini-lessons and reporting group discussion findings); multiple-choice; cloze activities
## English Years 7-10 program

**Unit:** Be afraid … a study of the Horror Genre  
**Stage:** 5  
**Duration:** 7 weeks

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| **PHASE ONE:** 1. Introductory activities exploring the term ‘genre’. Students asked to list examples students they are familiar with.  
2. Introduce the horror genre, its features/elements. Read through notes on the genre on handout. Students to highlight as they listen to it read aloud. Students compare what they have highlighted with others and discuss what they chose as important at end of each paragraph.  
3. Students to list examples that they are familiar with.  
4. Students complete the horror quiz.  
5. Creation of a mind map/jigsaw map of the features of the horror genre that can be displayed in the classroom. Each table or group is to create one piece of the puzzle. This will be added to throughout the unit.  
4. Discuss subgenres of horror: gothic horror; Hammer horror, schlock horror etc. Students to find definitions using the ‘net.  
5. Creation of a character (visual or written) that they would expect to be in a horror movie (anticipate stereotypes).  

**SPELLING WORDS:** supernatural; vampire; genre; Halloween; nocturnal  

**HOMEWORK:** (may be class work also)  
1. Students create a list of as many horror texts as they are familiar with. To be completed in workbook.  
2. Subgenres research task. To be completed in workbook. | 1. Quality of responses to horror genre quiz.  
2. Quality of book work.  
3. Contribution to class discussions.  
4. Student’s creates list of examples of horror genre.  
5. Spelling sentences and spelling test results. | - Handout: conventions of the horror genre (Appendix 1)  
- Heinemann English Zone 2: pp.136-138  
- Cardboard or coloured paper for mind map/jigsaw map  
- DER: internet for searching subgenres  
- workbooks | |
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<td>PHASE TWO:</td>
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| 1. Introduction to first focus text: students to view/read text and respond to comprehension-style questions (should include a mixture of multiple-choice; short-answer and cloze-style questions). | 1. Correct responses to viewing/reading guide quiz – marked as a class. | - template for viewing/reading guide. Teacher to adapt for chosen text being studied. (Appendix 2)  
- General text activities, pp.6-8, *Heinemann English Zone 2*  
- Graphic analysis, p.10, *Heinemann English Zone 2*  
- Film texts, p.11, *Heinemann English Zone 2*  
- Handout: Mind map template (Appendix 3)  
- Handout: Analysis table template (Appendix 4)  
- *Dead Easy Editing*, p.17, *Heinemann English Zone 2*  
- Handout: STEW paragraph information (Appendix 5) |
| 2. Class discussion of the specific features of the text form being analysed (e.g. poetic/narrative/film/visual/written). | 2. Quality of STEW paragraph  
3. Contribution to class discussions.  
4. Spelling sentences and spelling test results. |                                             |           |                 |
| 3. Teacher-led class identification and discussion of how the composer has used textual structure and features to convey key ideas and adhere to the horror genre. |                                                      |                                             |           |                 |
| 4. In pairs or table-groups students are to mind map, table, draft, edit then publish a solid STEW paragraph based on the composer’s ability to use the conventions of the horror genre to frighten their audience or to explore some aspect of the unknown/fear itself. NOTE: Teacher may want to model an example on the board. |                                                      |                                             |           |                 |
| **SPELLING WORDS**: incantation; amulet; reference; allusion; suspense |                                                      |                                             |           |                 |
| **ASSESSMENT**: 1. Students to submit their STEW paragraph to the teacher for marking.  
2. Spelling sentences and spelling test. |                                                      |                                             |           |                 |
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<td><strong>PHASE THREE:</strong></td>
<td>1. Introduction to second focus text: students are to view/read text and respond to comprehension-style questions (should include a mixture of multiple-choice; short-answer and cloze-style questions).&lt;br&gt;2. Teacher models on board an analysis of one scene/stanza/paragraph/spread of the text.&lt;br&gt;3. In pairs or small groups students are to identify and discuss how the composer has used textual structure and features to convey key ideas and adhere to the horror genre in a specific scene/stanza/spread.&lt;br&gt;4. One student reports finding back to class with a handout to give to students.&lt;br&gt;5. In pairs or table-groups students are to mind map, table, draft, edit then publish a solid STEW paragraph based on the composer’s ability to use the conventions of the horror genre to frighten their audience or to explore some aspect of the unknown/fear itself.</td>
<td>1. Quality of STEW.&lt;br&gt;2. Co-operation and input into pair/group work.&lt;br&gt;3. Quality of handout created to assist student learning.&lt;br&gt;4. Spelling sentences and spelling test results</td>
<td>- template for viewing/reading guide. Teacher to adapt for chosen text being studied. (Appendix 2)&lt;br&gt;- General text activities, pp.6-8, <em>Heinemann English Zone 2</em>&lt;br&gt;- Graphic analysis, p. 10, <em>Heinemann English Zone 2</em>&lt;br&gt;- Film texts, p.11, <em>Heinemann English Zone 2</em>&lt;br&gt;- Dead Easy Editing, p.17, <em>Heinemann English Zone 2</em>&lt;br&gt;- Handout: Mind map template (Appendix 3)&lt;br&gt;- Handout: Analysis table template (Appendix 4)</td>
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### PHASE FOUR:

1. **Introduction to third focus text:** Students to view/read text and respond to comprehension-style questions (should include a mixture of multiple-choice; short-answer and cloze-style questions).

2. Individual students are to identify and make notes on how the composer has used textual structure and features to convey key ideas and adhere to the horror genre in a specific scene/stanza/spread.

3. Individual students are to work independently to mind map, table, draft, edit then publish a solid STEW paragraph based on the composer’s ability to use the conventions of the horror genre to frighten their audience or to explore some aspect of the unknown/fear itself.


**SPELLING WORDS:** paradox; episode; cadaverous; sorcery; poignant

**ASSESSMENT:**

1. STEW paragraph to be marked by teacher or peer marked.

2. Spelling sentences and spelling test.

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<td></td>
<td><strong>PHASE FOUR:</strong></td>
<td>1. Quality of responses to viewing/reading questions.</td>
<td>template for viewing/reading guide. Teacher to adapt for chosen text being studied. (Appendix 2)</td>
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<td></td>
<td>1. Introduction to third focus text: Students to view/read text and respond to comprehension-style questions (should include a mixture of multiple-choice; short-answer and cloze-style questions).</td>
<td>2. Quality of STEW paragraph.</td>
<td>General text activities, pp.6-8, <em>Heinemann English Zone 2</em></td>
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<td>2. Individual students are to identify and make notes on how the composer has used textual structure and features to convey key ideas and adhere to the horror genre in a specific scene/stanza/spread.</td>
<td>3. Contribution to class discussions.</td>
<td>Graphic analysis, p. 10, <em>Heinemann English Zone 2</em></td>
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<td>3. Individual students are to work independently to mind map, table, draft, edit then publish a solid STEW paragraph based on the composer’s ability to use the conventions of the horror genre to frighten their audience or to explore some aspect of the unknown/fear itself.</td>
<td>4. Spelling sentences and spelling test results.</td>
<td><em>Dead Easy Editing</em>, p.17, <em>Heinemann English Zone 2</em></td>
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<td>4. Hand out assessment task – essay.</td>
<td><strong>SPELLING WORDS:</strong> paradox; episode; cadaverous; sorcery; poignant</td>
<td>Handout: Mind map template (Appendix 3)</td>
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<td><strong>ASSESSMENT:</strong></td>
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<td>Handout: Analysis table template (Appendix 4)</td>
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<td>1. STEW paragraph to be marked by teacher or peer marked.</td>
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<td>Handout: Assessment task (Appendix 6)</td>
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<td>2. Spelling sentences and spelling test.</td>
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<td><strong>PHASE FIVE:</strong></td>
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<td>1. Teacher-led instruction on how to write an English essay (three point five paragraph essay, approx. 750 words).</td>
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<td>2. Students to use the model shown and notes from previous weeks’ analysis to begin writing own essays.</td>
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<td>3. Essays completed for homework. Time frame should be given for draft (one week).</td>
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<td><strong>SPELLING WORDS:</strong> imagination; arouse; painful; expulsion; conjunction</td>
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<td><strong>ASSESSMENT:</strong></td>
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<td>1. STEW paragraphs marked by teacher or peer marked.</td>
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<td>2. Spelling sentences and spelling test.</td>
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<td>1. Quality of STEW paragraphs marked by teacher or peer marked.</td>
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<td>2. Spelling sentences and spelling test marked.</td>
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<td>Handout: <em>How to Write an English Essay</em> booklet (Appendix 7)</td>
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| **PHASE SIX:** | 1. Introduction to digital-narratives. Instruction on how to create a 2 minute digital-narrative. 
**Digital Stories are multimedia narratives:**  
Short, personal and written with feeling there’s a strictness to their construction: 250 words, a dozen or so pictures, and two minutes is about the right length. Use websites:  
http://www.photobus.co.uk/index.php?id=2&movie=scissors.flv  
http://www.digistories.co.uk/  
2. Students are instructed how to create their own digital-story based on the concept ‘Be afraid’ in which they use the conventions of the horror genre to tell a story about the thing(s) that scare them.  
3. Alternatively they can create a short horror film in groups of 5-6. The roles must be clearly defined for this task. These can be worked on during lunch and recess to ensure that they are completed within a two week time frame so they can be entered in the Davo Digital and Visual Art competition on Friday of Week 9, Term 3.  
**SPELLING WORDS:** alien; transform; haunt; squirm; insanity  
**ASSESSMENT:**  
1. Essay drafts are peer-marked for homework and then corrections made and essay completed by due date (following week).  
2. Spelling sentences and spelling test. | 1. Quality of peer-marking.  
2. Quality of contribution to class discussions.  
3. Spelling sentences and spelling test results. | - DER: laptops with access to internet; Windows MovieMaker and Audacity  
- DER: video cameras; tripods; external mics; lights; video discs; laptops with Windows MovieMaker and Audacity for editing  
- Peer Editing Guide, p. 148; Heinemann English Zone 2 |
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| **PHASE SEVEN:**  
1. Students are given time to finish working on their digi-stories or short films.  
2. Digi-stories or short films presented to the class.  
3. In-class visual pop-quiz: identifying conventions of the horror genre in Michael Jackson’s ‘Thriller’ film-clip.  
**SPELLING WORDS:** particular; disbelief; thriller; individual; nightmare  
**ASSESSMENT:**  
1. Digi-story/short film.  
2. Responses to pop quiz.  
2. Responses to pop quiz.  
3. Essay response | - **DER:** laptops with access to internet; Windows MovieMaker and Audacity  
- **DER:** video cameras; tri-pods; external mics; lights; video discs; laptops with Windows MovieMaker and Audacity for editing  
- **DER:** teacher laptop and digital projector  
- **DER:** NoteBook with link to ‘Thriller’ film-clip and pop-quiz activity |