**Lesson title:** What is up with all these vampires?

**Standards :**

**(state, national, school, network)**

**TEKS**

* 110.33.b.2: Reading/Comprehension of Literary Text/Theme and Genre.
* 110.33.b.7: Reading/Comprehension of Literary Text/Sensory Language.
* 110.33.b.12: Reading/Media Literacy.
* 110.33.b.24: Listening and Speaking/Listening
* 110.33.b.26: Listening and Speaking/Teamwork.

**Common Core Standards**

* CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
* CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Objective(s) for student learning:**

**(understandings, knowledge, skill)**

* That the Southern Gothic movement is one informed by the geographic area in which it emerged and the social and political interests contained therein.
* Literary movements are established and named retroactively.

**Essential Question(s):**

* How is the Southern Gothic movement a response to literary movements that have preceded it as well as a manipulation of literary conventions?

**Assessment Evidence:**

**(performance task(s) and/or other evidence such as quizzes, tests, academic prompts)**

* Student responses in classroom conversations (informal)
* Posters and presentations made by student groups (formal)

**Opening the lesson/introduction:**

**(anticipatory set/hook, advance organizer, review)**

To open, ask students to name every vampire book, movie, and television show that they can think of. have a student volunteer record this master list on the whiteboard.

Students will be handed a graphic organizer/question set to fill out after watching the *True Blood* opening title sequence. Before the title sequence is played, students will be advised that the intro does contain some bodies writhing sexily and if that might make them feel uncomfortable, they are free to excuse themselves from the room for a minute or two. These students will be able to listen to classmate responses as the title sequence is being described and will easily be able to participate in the body of the lesson effectively.

Once students have finished filling out their graphic organizer/answering their questions, I will ask for students to volunteer their written responses to the class as a whole. I will point out to students that, much like the first chapter of a book, or the first paragraph of a paper, the title sequence of a show orients you in the world the show inhabits. It is designed to hint at what you can expect thematically from the next hour or so of programming.

We will also make sure to discuss the song that the title sequence is set to and how it helps set to mood of the piece. It will be pointed out to students that the song’s refrain: “I wanna do bad things with you.” It is being played to have a double meaning, which also hints at expectations of subject matter that the show which follows may explore. I will ask them to imagine 2 scenarios: 1) They are walking down a dark alley and a smelly man with a scraggly beard and crooked teeth, who for all intents and purposes appears homeless suddenly behind you and says, “I wanna do bad things with you.” How do you react? (Expect a chorus of “Ewwww!” and “Creepy!”) 2) You are at a concert seeing your favorite band in the whole wide world. After the show, wonder of wonders, you find yourself standing next to the lead singer of your band. The singer looks at you directly in your eyes and says: “I wanna do bad things with you.” How do you react? (Likely with a great deal of excitement). This point will be made that situation is everything, much like connotative definitions of words. The folks who designed this title sequence and the singer who made this song are walking that line between dangerous and enticing to help set the tone, much like the visuals alternate between death and life, sex and religion. This builds tension and, again, helps set the mood. Much like the Southern Gothic writers to whom imagery was so important (remember Poe’s house of Usher was more than just a house), the images that quickly flash across this screen are intended to evoke much more than they appear on the surface and put you in a particular emotional space.

**Instructional model:**

**(describe curriculum/content and pedagogy/process)**

Students will be split into 6 groups and each group will be given a Southern Gothic theme:

* isolation and marginalization
* violence and crime
* sense of place
* freakishness and the grotesque
* destitution and decay
* oppression and discrimination

Student groups will be given paper and markers and asked to think of at least 3 examples of vampires in books, TV, or film that are an exploration of this theme and provide support proving their example is valid. Student groups will also have to illustrate at least one example. I will verbally remind students of time constrains at the 10, 5, and 2 minute markers. (20-30 min)

**Checking for understanding and feedback:**

**(how will you check for understanding and provide feedback for learners)**

Questions after student groups present posters to get them to verbalize higher order thinking, to make connections, and to defend their choices and reasoning.

**Lesson closure:**

Once the posters are complete, student groups will stand and present their theme posters to the class.

**Differentiation:**

**(MI/LS learning profile, readiness, interest)**

**Accomodation:**

**(how are you going to accommodate the unique needs of specific students? For example, accommodating language learners and modifying for special education students…be specific-listing students by name can help ensure that you are recognizing and meeting their individual needs)**

For my students who are Special Ed, the graphic organizer will help give them concrete things to look for as they watch the *True Blood* intro.

For students who don’t read/watch/know a great deal about vampires: Before splitting students into groups I will ask all students to put their heads on their desk. Then I will ask the following questions:

* Who knows at least one book, TV show, or movie that features vampires?
* Who knows at least 3?
* Who knows at least 5?

This will allow me to strategically groups students to balance prior knowledge.

**Materials and resources:**

**(student and teacher materials, including technology; human, technical, community, and/or material resources)**

* handout, *True Blood* opening title questions/graphic organizer
* YouTube video, *True Blood* opening title sequence
* markers/colored pencils/crayons
* butcher paper cut to poster size (6 per class period)