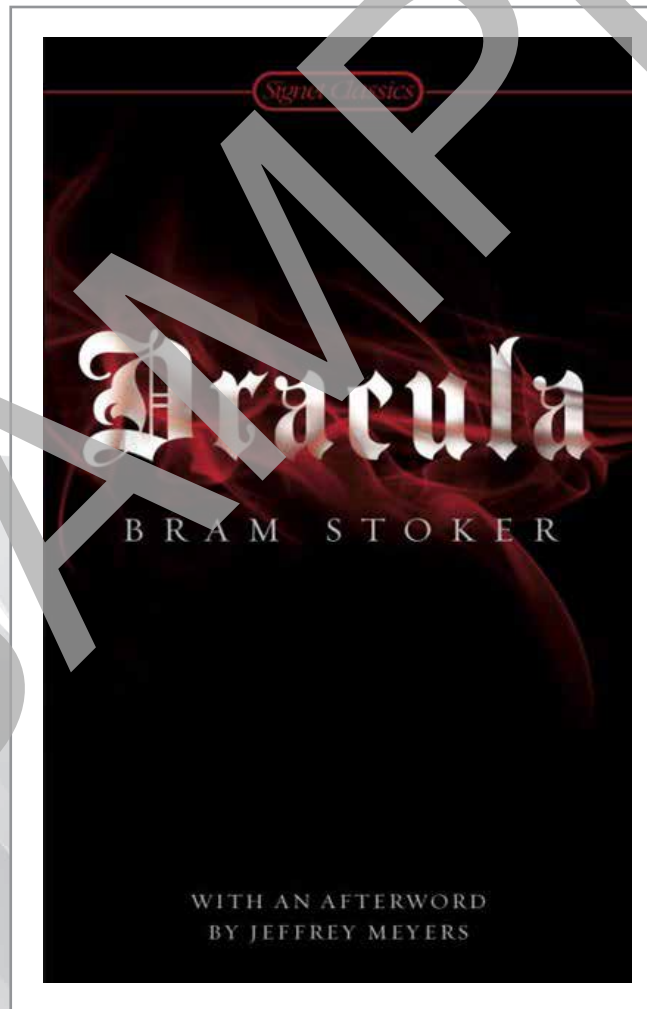NOVEL UNITS

Dracula

Bram Stoker

SAMPLE

READ, WRITE, THINK, DISCUSS AND CONNECT

Dracula

Bram Stoker

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

Name _____

reticent (14)	polyglot (16)	serpentine (17)	alacrity (20)
prodigious (20)	salient (21)	solicitor (25)	intonation (25)
physiognomy (27)	aquiline (27)	protuberant (28)	acumen (40)
compunction (41)	abyss (43)	impregnable (44)	obeisance (51)
nebulous (53)	diabolical (58)	satiate (60)	nethermost (60)

Directions: Your teacher will assign you one word. Turn to the page on which it is used in the novel. Examine how the word is used in context, then complete the word map. You will share your finished map with the class.

Synonyms

_____

_____

_____

Antonyms

_____

_____

_____

Word

_____

Definition in your own words

_____

_____

_____
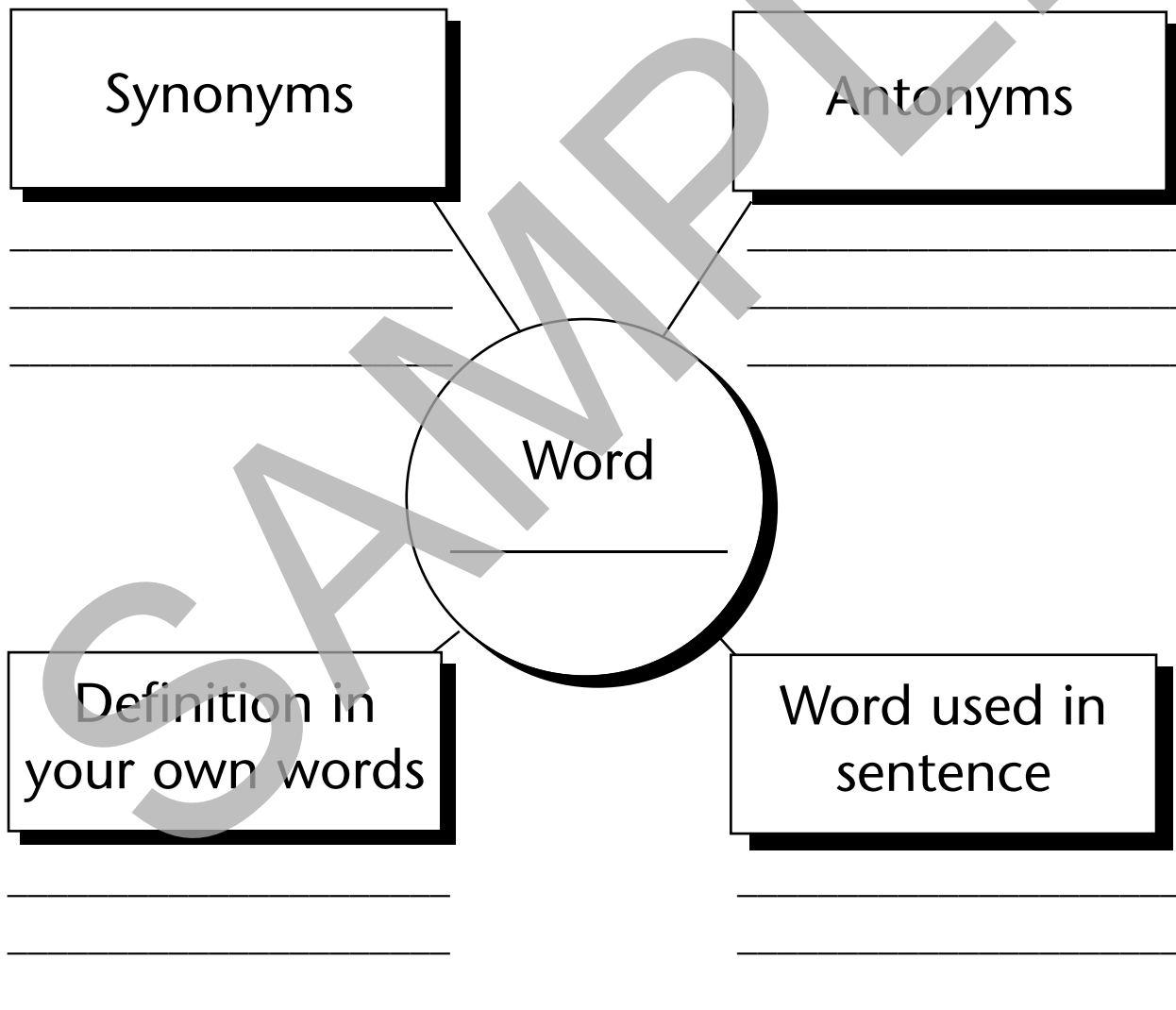
Word used in sentence

_____

_____

_____

Directions: Write an answer to each question on separate paper. Thought or opinion questions are starred. Use your answers during class discussion, for writing assignments, or to review for tests.

Chapter 1, pp. 11-23

1. What is Jonathan Harker's destination (country and place)?

2. What is St. George's Day? What does the landlady give Harker to ward off evil?

3. *How do the people Harker meets feel about Dracula? Explain your answer.

4. Give a description of the driver of Dracula's carriage.

Chapter 2, pp. 24-35

1. Describe Dracula and his castle.

2. What is the purpose of Harker's visit?

3. *Explain Dracula's actions when Harker is shaving and what this indicates.

Chapter 3, pp. 36-48

1. *What does Harker see Dracula do and what does this indicate? What is Harker's reaction?

2. Why does Harker feel he is reduced to prayer for his sanity?

3. *Explain what happens when Harker falls asleep away from his own room. What does this indicate?

Chapter 4, pp. 49-62

1. *Explain the chain of events, beginning with Harker's writing letters to Mr. Hawkins and Mina, that fill Harker with greater fear.

2. What does Harker realize when he sees Dracula descending the wall dressed in Harker's clothes?

3. *Explain Harker's plan of escape and whether or not you think escape is possible.

Chapter 5, pp. 63-71

1. What does the exchange of letters between Mina Murray and Lucy Westenra reveal?

2. Who are the three men in Lucy's life? Explain their roles.

Sociogram

Directions: Place Dracula in the center and Lucy, Mina, Jonathan, and Renfield in the other circles. On the "spokes" surrounding each character's name, write several adjectives that describe that character. On the arrows joining one character to another, write a description of the relationship between the two characters. How does one character influence the other?

write adjectives on these lines
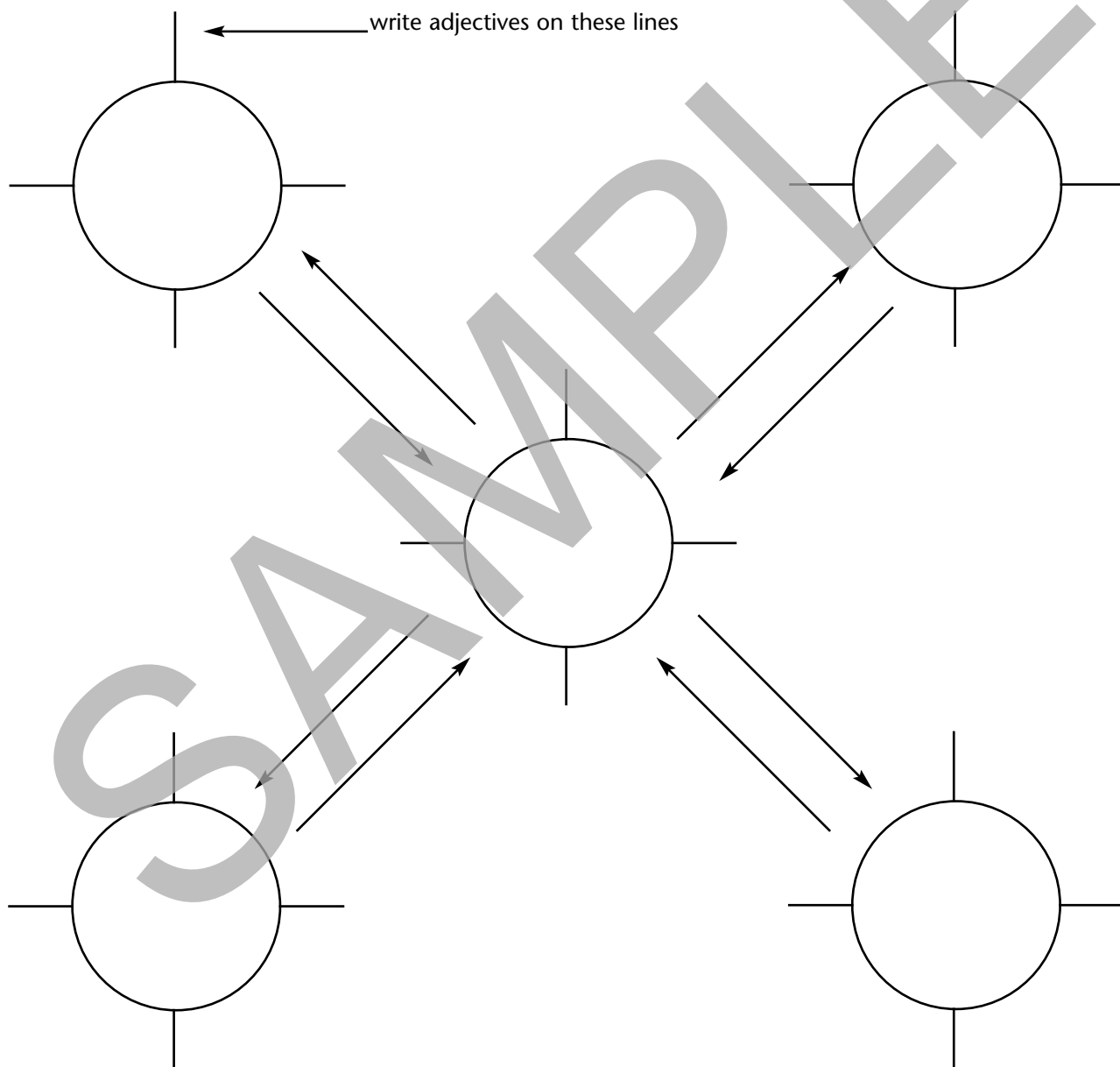
Cause-Effect

Directions: To plot cause and effect in a story, first list the sequence of events as numbers 1-10. Then mark causes with a C and effects with an E. Remember that many effects cause something else to happen, so an event might be marked with both an E and a C.

Events in the story:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Another way to map cause and effect is to look for an effect and then backtrack to the single or multiple causes.

Cause:	Cause:	Cause:

Effect: