



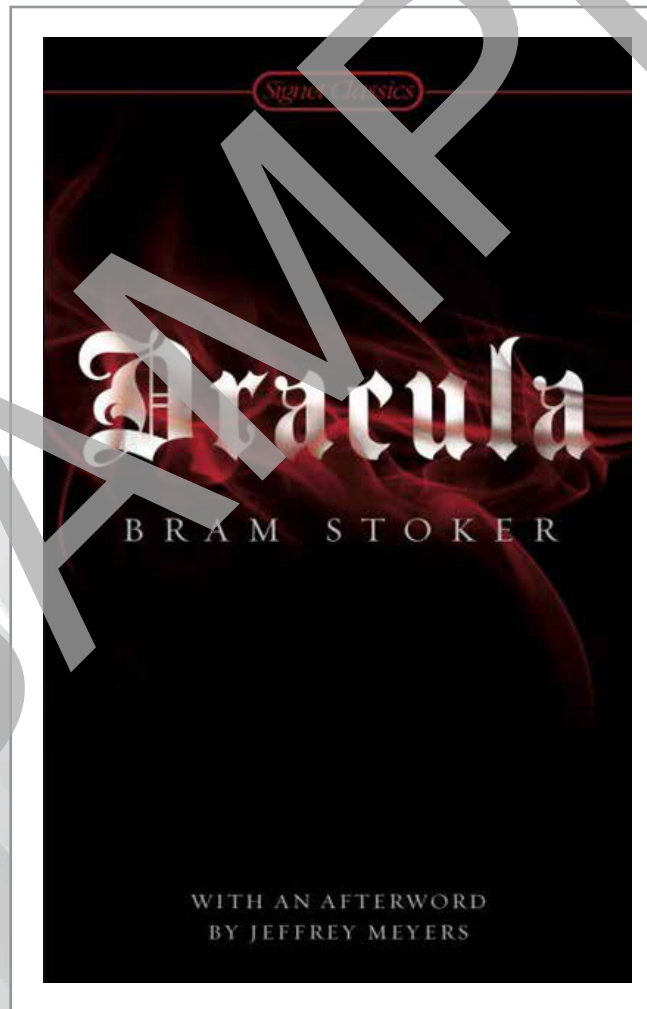
TEACHER GUIDE

GRADES 9-12

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

D r a c u l a

Bram Stoker



READ, WRITE, THINK, DISCUSS AND CONNECT

Dracula

Bram Stoker

TEACHER GUIDE

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!

ISBN 978-1-50203-747-3

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author	4
Introductory Activities	6
Twenty-seven Chapters	9
Each section contains: Summary, Vocabulary, Discussion Questions and Activities, Supplementary Activities	
Post-reading Discussion Questions	26
Post-reading Extension Activities	26
Assessment.....	29
Glossary.....	31

Skills and Strategies

Thinking

Identifying attributes,
compare/contrast, pros/cons,
brainstorming, identifying
stereotypes, research, T-charts

Vocabulary

Target words, context clues,
root/base words, word maps,
synonym/antonym

Listening/Speaking

Dramatizing, interviewing,
discussion, music

Comprehension

Predicting, sequencing,
summarization, cause and
effect, inference, main idea

Writing

Character journal, directions,
sensory memories, personal
writing, recipes, ads, couplet
poem

Literary Elements

Characterization, setting, plot
development, humor

Title: Dracula

Author: Bram Stoker

Genre: Fiction - Gothic novel

First Publication: 1897

Point of View: The tale is told in a series of first-person narratives, including journals, diaries, letters, newspaper articles, and memorandums.

Setting: Exeter and London, England; Transylvania, located in the Carpathian Mountains in the Eastern European region; late 1800s

Conflict: man vs. man; man vs. supernatural forces

Theme: Good vs. Evil

Protagonist: Mina Murray (Good)

Antagonist: Dracula (Evil)

Summary

Through entries in his journal, Jonathan Harker, a young English lawyer, relates the tale of his journey to Dracula's castle. He becomes uneasy as he realizes the superstitions and premonitions of evil people have toward Count Dracula. Arriving at the castle, his apprehensions grow until he finally realizes that Dracula is a vampire, his castle is a prison, and Harker is a prisoner. He eventually escapes.


An exchange of letters between Harker's fiancée, Mina Murray, and her friend, Lucy Westenra, introduces several of the other characters. Newspaper articles and personal memos reveal Dracula's arrival and his influence in London, especially on Lucy. Ultimately, Dracula claims Lucy as his victim and she "dies"; in reality, she becomes one of the Un-Dead. She can only be released from her role in the world of the Un-Dead through the intervention of her fiancé and other devoted friends.

Dracula continues his diabolical actions, drawing Mina under his evil influence. Harker and the men who ultimately free Lucy begin a quest to once and for all destroy Count Dracula and free Mina from his evil influence. Willing to risk everything, including their lives, their mission ends in success.

Note: The Initiating Activities section includes characteristics of the Gothic novel. The novel can also be taught as a religious allegory. This guide includes teaching suggestions for this approach in the Post-reading Extension Activities.

Story Map

Directions: The oval is the place for the book's title. Then fill in the boxes to summarize the story.

Characters	Setting	Conflict
main main minor minor		<ul style="list-style-type: none">• Character vs. character• Character vs. nature• Character vs. society• Character vs. himself
Possible Themes (general statements the book makes about life)	Point of View	Author's style and tone
	Genre	

Chapter 1, pp. 11-23

Entries in Jonathan Harker's journal cover three days and tell of his journey to the castle of Count Dracula.

Vocabulary

reticent (14)
prodigious (20)

polyglot (16)
salient (21)

serpentine (17)

alacrity (20)

Discussion Questions

1. Discuss ominous overtones that indicate something mysterious about Dracula and his castle. *(Throughout chapter: When Harker asks about Dracula, the landlord and his wife cross themselves and refuse to speak after saying they know nothing. Before he leaves the inn, an old lady tells him about the eve of St. George's Day and gives him a crucifix. Harker overhears strange, ominous words before the coach leaves: ordog–Satan, pokol–hell, stregoica–witch, vrolok and vlkpslak–werewolf or vampire. The people make the sign of the cross and point two fingers toward him as a charm against the evil eye. Dark, ominous clouds and the sense of thunder seem oppressive. The driver of the coach drives in circles to avoid arriving early. Howling wolves make the horses and the people dreadfully afraid.)*
2. Note and analyze the allusion to Burger's "Lenore," "For the dead travel fast" (p. 20). *(Responses will vary. The driver who comes to get Harker says, "I know too much, and my horses are swift.")*
3. Discuss Harker's journey to and first glimpse of Dracula's castle and its effect on him. *(p. 23, greeted by howling wolves who are silenced by the driver; dreadful fear; time seems interminable; vast, ruined castle)*

Supplementary Activities

1. Ask for a volunteer to create a pen and ink drawing of Harker's impression of the castle.
2. Write a classroom metaphor poem about fear. Pattern: Line 1, Noun (title); Lines 2-4, Write something about the subject, each line should say something different and can be a phrase or a sentence; Line 5, Metaphor that begins with the title.
3. **Prediction:** What will Jonathan Harker find inside the castle and what will happen to him?

Chapter 2, pp. 24-35

Harker arrives at Dracula's castle. He has come to deliver a letter to Dracula from Harker's employer, Peter Hawkins, that confirms Dracula's purchase of an estate in England. Harker is haunted by fear and sickened by his first meeting with Dracula. He discovers he is a prisoner in the castle.

Vocabulary

solicitor (25)
protuberant (28)

intonation (25)

physiognomy (27)

aquiline (27)

Discussion Questions

1. Discuss Dracula's appearance and the effect Dracula has on Harker. (*pp. 27-28, Appearance: strong face; peculiarly arched nostrils; lofty domed forehead; massive eyebrows; bushy hair; heavy moustache; peculiarly sharp white teeth that protrude over the lips; remarkably red lips; pale, pointed ears; extraordinarily pale, broad hands with hairs in center of palms; rank breath. Effect: causes him to shudder, become nauseous, and be filled with doubt and fear.*)
2. Identify the odd deficiencies in Dracula's castle, what the deficiencies might indicate, and what frightens Harker about the castle. (*p. 28, 35, Responses will vary. Although Harker sees evidences of wealth—table service of gold, costly furnishings—he sees no bell for servants and no mirrors. He is frightened because the doors are locked and he sees no way of escape.*)

Supplementary Activities

1. Have an artistic student draw a caricature of Dracula.
2. Note the symbolism of Dracula's statement, "I love the shade and the shadow" (p. 33).
3. Analyze the following literary devices—**Similes**: hand seemed like a steel vice (p. 24); the journey seemed like a horrible nightmare (p. 25); Dracula stood like a statue (p. 25); chill of dawn like the turn of the tide (p. 33). **Personification**: "frowning walls" (p. 24). **Metaphors**: wolves: children of the night (p. 28); books: companions (p. 29); tree tops: sea of green (p. 35).

Chapter 3, pp. 36-48

Harker explores Dracula's castle seeking a way of escape. He and Dracula discuss their business. Dracula warns Harker that he must never go to sleep except in his own room. Harker sees Dracula climbing down the walls of the castle like a lizard. Strange women attempt to get him but he is rescued by Dracula.

Vocabulary

acumen (40)

compunction (41)

abyss (43)

impregnable (44)

Discussion Questions

1. Identify the simile that explains how Harker reacts when he discovers he is a prisoner in the castle. Explain what he plans to do. (*p. 36, "I behaved much as a rat does in a trap." He is very alert but keeps his knowledge and fear to himself.*)
2. Discuss why Dracula tells Harker to write Hawkins explaining that he will stay for a month, and Harker's response. (*pp. 41-42, Responses will vary. Dracula has plans to imprison Harker for at least another month. Note that Dracula recognizes his victory over Harker when Harker bows in acceptance of Dracula's terms.*)
3. Explain the references to religion in this section. (*pp. 42-45, Harker places the crucifix over his bed, believing it will ensure rest free from dreams; he prays that God will preserve his sanity, for that is all that he has left since all assurance of safety is gone.*)