



 Prestwick House

Activity Pack

DRACULA

BY BRAM STOKER



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Written by Rebecca Challman

Name: _____

Date: _____

Pre-Reading**Theme**
Authorial Purpose

Objective: Preparing to read and analyze a literary text
 Supporting critical reading of a literary text

Authorial purpose and theme are often confused. However, the author may be striving to make a point that has nothing to do with the central idea in the novel.

Example: Imagine you want to change something at your school. Perhaps you want a new item on the lunch menu or books added to the library. What you want becomes your purpose. How do you achieve that purpose? You write a carefully constructed letter to the school board; or you write a newspaper editorial for the school or local paper. In order to impress upon school authorities that what you want is important, you weave together all the benefits of granting your request. The central idea, perhaps the welfare of students, becomes your theme.

Example: Imagine you write children's books and want to write a book about the need for hand washing. Teaching small children to wash their hands becomes your purpose. You wrap your purpose up in a story about a boy who uses hand washing to fend off germ monsters. After a few setbacks, perhaps a cold or two, your hero triumphs. The value of determination and persistence in the face of adversity becomes your theme.

Activity

Create a children's book, five to eight pages, in which you employ a strong theme to achieve your authorial purpose.

Note to Student: As you read *Dracula*, pay close attention. Determine the unifying theme of the novel; then determine whether the message Stoker tries to convey and the theme are harmonious or at odds.

Name: _____

Date: _____

Chapter I

Historical Allusion

Objective: Understanding how an author's use of history lends verisimilitude to a literary work
Synthesizing information from a literary text and applying it to public speaking

Activity

In *Dracula*, Bram Stoker gives his evil antagonist a place in a royal line taken straight out of history. Research Vlad Tepes. Use your findings to prepare a one-minute speech about him.

Your speech must be one of the following types:

- Informative—explain and expound; pontificate upon a passion.
- Persuasive—convey and convince; prove your point.
- Narrative—tell a tale; idealize an idea or central theme.

Remember to apply the rules of public speaking:

- make eye contact with your audience;
- use hand gestures;
- modulate;
- and dress appropriately.

Name: _____

Date: _____

Chapters I–V**Setting**

Objective: Synthesizing information about the role of time and place in a literary text

Activity

As a class, create an 1897 Fashion Show event. Use the information Stoker provides in the text, as well as the Internet and other appropriate reference materials.

Each student should design a costume. Examples:

- Transylvanian Peasant (Gypsies)
- Transylvanian Nobility (The Count)
- English Working Class (Zookeeper, Locksmith, Builder, etc.)
- English Professionals (Doctor, Lawyer, Teacher)
- English Nobility (Lords and Ladies)

Research what the men and women of 1897 wore for everyday and for special occasions. Based on your research, design your costume, illustrate it, and label it. Draw it or use a computer to print your design.

Write a fashion show script about your outfit, which includes:

- what materials the outfit consists of,
- who would wear it,
- what event it would be worn for,
- and at what time of year they would be worn.

Name: _____

Date: _____

Chapters II–V**Characterization**

Objective: Examining character
 Extracting ideas from a literary text

Activity

Between May 30 and June 17, two weeks of Harker's life are mysteriously missing. Based on what you know about Harker's character and the exposition Stoker provides in the journal entries before and after, create the missing journal entries.

Name: _____

Date: _____

Chapters VI–IX**Setting**

Objective: Determining how an author uses setting to lend meaning to a literary text

Activity

Setting can play a supportive or an active role in a narrative.

Neutral—setting is incidental. Either the author never mentions it or, it has no bearing on the narrative. One could set the story anywhere, and it would change nothing.

Physical—setting is important. Location and time of year or time in history is important. Perhaps setting serves as atmosphere or lends credence to the narrative.

Symbolic—setting is crucial. Time and place becomes the dominant element. The narrative cannot exist in its intended form without its setting.

In pairs, select a passage from this section of the novel in which to change the setting. Examine the passage as it stands. Determine whether the setting is incidental, somewhat important, or crucial. Then, change the setting and rewrite the passage to reflect the change.

Topic for discussion: Are the settings in Dracula incidental, important, or crucial? Explain.

Name: _____

Date: _____

Chapters VI–IX**Theme****Objective:** Exploring and applying ideas from a literary text**Activity**

In Chapter IX, Mina Murray writes a letter to Lucy Westenra detailing her wedding to Jonathan Harker. True to her nature, Mina simply reveals her relief at Jonathan's improving health and her joy at becoming his wife. In fact, Budapest means City of Joy. However, readers may find it difficult to find a more ill-conceived time and place for a wedding.

Imagine you are a wedding planner. Under better circumstances, how would the Harkers have tied the knot? In groups of four or five, brainstorm ideas for either a Transylvanian or English wedding. Remain true to the period of the novel, and address the following:

- Religious beliefs and traditions of the participants
- Local customs
- Number and needs of the attendees
- Who will officiate at the ceremony?

Include the answers to these questions in a detailed wedding plan. Select a member of the group to present your plan to the class.

Name: _____

Date: _____

Chapters X–XIII**Characterization****Imagery****Objective:** Synthesizing information from a literary text**Activity**

Imagine you attend Lucy Westenra's funeral. Perhaps her fiancé Arthur Holmwood (now Lord Godalming) gives a stirring speech praising Lucy's character and virtue. Maybe the newly married Mina Harker eulogizes her best friend.

Now assume the role of one of Lucy's friends, and carefully craft a touching eulogy. The tone should be solemn, although you may interject gentle humor (perhaps by recalling a tender childhood memory). Call upon what Stoker has revealed about the character, and embellish with a few details of your own creation. Be careful to enhance character, rather than change or detract from it. The speech should end on an emotional note.

As a class, take turns eulogizing Lucy and guessing which of her friends wrote the speech.

Name: _____

Date: _____

Chapters XIV–XVII**Setting
Imagery**

Objective: Synthesizing information about the setting of a literary text

Activity

Design a set of five postcards depicting the settings in *Dracula*.

Include the following information on the back of each postcard:

- Name of the place depicted
- An event that took place there
- The atmosphere it contributes to the narrative
- Name of the character most affected by the setting

Name: _____

Date: _____

Chapters XVIII–XXI**Characterization****Objective:** Evaluating characters in a literary text**Activity**

Stoker's character Renfield has developed quite a cult following over the years. One company even invented a (gambling) card game based on eating insects.

Imagine that you work for a novelty company, and you must design a game based on one of the characters and themes from the novel.

In pairs, select a character. Select what type of game you wish to develop (board game, card game, dominoes, outdoor game, dart game, pool game, etc.). Select a theme on which to base the game. Begin with a written proposal to the company, in which you include the following:

- The character on which the game is based
- The theme on which the game is based
- The type of game
- The rules of the game (number of players, rules of play, object of the game, etc.)
- The tools required to play
- An illustration of the game
- The game's demographic appeal
- How you will package the game