

Year 8 Curriculum Area

<p>What concepts will we be covering this half term?</p>	<p style="text-align: center;"><u>The Gothic</u></p> <p>You are answering the following question across the term: How is the Gothic Genre used to explore fear of scientific and technological advancements? How do writers present fear of the unknown?</p> <p>You will study the <u>Frankenstein play by Phillip Pullman</u></p> <ul style="list-style-type: none"> You are completing work based on Gothic context. You are studying a range of different Gothic texts alongside – including poetry and a range of fiction and analyse the language in them. You will learn how to write descriptively based on the Gothic genre conventions and styles. <p>Here are your power words for the unit: countenance; decrepit, desolate, grotesque, harrowing, malicious, oppressive, pensive, phenomenon, wretched, aghast, derision, dissemble, dilapidated, gesticulation, macabre, malevolent, profound, repulsions, supposition.</p>
<p>What resources can you use to support your learning?</p>	<p>Here is some information about the Gothic genre: Definition of Gothic Literature (thoughtco.com)</p>
<p>Tasks to complete so we can assess your understanding/ Key Performance Indicator tasks</p>	<ol style="list-style-type: none"> You will complete some context work based on how the Gothic genre developed. You will complete some research based on key discoveries and advancements within the Gothic period. You will be read a short piece of Gothic fiction and complete the questions based on this; this will enable you to analyse the ideas within the text. You will be studying some Gothic poems and deconstructing them by looking at different ideas within one of the poems you choose. Writing task – complete some creative writing based on the Gothic genre. A punctuation task based on a Gothic text will help you improve your technical writing skills. You will use this task to complete work on the power words.
<p>What can you do if you need help/ support?</p>	<p>If you have any questions, please email your class teacher or contact via SMHWK Alternatively, email apearson1@netherthorpe.derbyshire.sch.uk</p>

Lesson 1: Introduction to the Gothic Genre

The Gothic literary genre: When did it develop?

The English Gothic novel began with Horace Walpole's *The Castle of Otranto: A Gothic Story* (1765). Contemporary readers found the novel electrifyingly original and thrillingly suspenseful, with its remote setting, its use of the supernatural, and its medieval trappings, all of which have been so frequently imitated that they have become stereotypes. The novel was so enormously popular that it was quickly imitated by other novelists, thereby initiating a genre. The genre takes its name from *The Castle of Otranto's* medieval—or Gothic—setting, as well as the subtitle; early Gothic novelists tended to set their novels in remote times like the Middle Ages and in remote places like Italy (Matthew Lewis's *The Monk*, 1796) or the Middle East (William Beckford's *Vathek*, 1786).

Early novels in the gothic horror subgenre heavily feature discussions of morality, philosophy, and religion, with the evil villains most often acting as metaphors for some sort of human temptation the hero must overcome. The novels' endings are more often than not unhappy, and romance is never the focus. The battle between humanity and unnatural forces of evil (sometimes man-made, sometimes supernatural) within an oppressive, inescapable, and bleak landscape is considered to be the true trademark of a gothic horror novel.

The Victorian era (1837-1901) produced some of the most well-known examples of gothic horror with the publication of such novels as Wilkie Collins' *The Woman in White* (1859) and Bram Stoker's *Dracula* (1897) and novellas such as Joseph Sheridan Le Fanu's *Carmilla* (1871) and Robert Louis Stevenson's *The Strange Case of Doctor Jekyll and Mr. Hyde* (1886).

Although the genre was named after the gothic castles and crumbling medieval ruins so prevalent in early novels, many modern gothic novels have moved away from this traditional setting towards more contemporary locations, such as the haunted house featured in Shirley Jackson's *The Haunting of Hill House* (1959) or the Bramford apartment building in Ira Levin's *Rosemary's Baby* (1967). As long as the environment invokes a disturbing sense of unease and/or terror within the reader, then a Gothic novel could be set in any location.

Most critics, literary historians, and readers see Gothic fiction as continuing to the present time; though it has undergone great changes, the themes, effects, and conventions of the earliest Gothic novels are alive and well, appearing in novels, movies, TV dramas and cartoons, and computer games.

TASK: Read the information above and answer the following questions. Use your own words where you can.

1. What is said to be the text that first began the Gothic tradition, and what year was it published?
.....
2. Why did readers enjoy this novel? (try to use your own words in your answer)
.....
.....
3. What does the following sentence from the text mean? *"The novel was so enormously popular that it was quickly imitated by other novelists"*
.....
.....
.....
4. What are typical Gothic novel endings like?
.....
5. Which historical period produced many Gothic texts?.....
6. What was the Gothic genre 'named' after?
.....
7. How have modern Gothic novels changed in terms of settings compared to the classic novels?
.....
.....
8. What does a Gothic location have to do?
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9. How is the Gothic genre being continued in the modern day?
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.....
10. Can you think of any Gothic novels/ TV shows/ Films that are from your lifetime?
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Lesson 2: Gothic Era Research task

Many Gothic novels aimed to shock and surprise the readers. Writer's would often draw on events that were happening in the world at the time and twist and develop these into ideas that would frighten their readers.

What was life like during the Victorian Era? You should consider:

- Advancements in technology
- Role of religion
- Role of science/ scientific discoveries
- What life was like for someone with a disfigurement/ disability
- Impact of the industrial revolution
- Different social classes
- Belief in ghosts/ spirits/ supernatural

TASK: Using your technology (ipads/ Phones/ computers) complete a 15 minute research task to find out information about the bullet points above. You should write your notes in the box below.

Lesson 3 : Language Analysis of the Gothic text

TASK: Read this extract from Mary Shelley's novel, Frankenstein. This is the reader's first meeting with the monster that Victor Frankenstein had created. As you read, annotate with key words, ideas and images that come into your head.

Mary Shelley's Frankenstein:

(Description of the creature)

"It was on a dreary night of November that I beheld my man completed; with an anxiety that almost amounted to agony, I collected instruments of life around me that I might infuse a spark of being into the lifeless thing that lay at my feet, It was already one in the morning, the rain pattered dismally against the window panes, and my candle was nearly burned out, when by the glimmer of the half-extinguished light I saw the dull yellow eye of the creature open. It breathed hard, and with a convulsive motion agitated its limbs.

How can I describe my emotion at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as *beautiful*. *Beautiful!* — Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was *of a lustrous black and* flowing; and his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion, and straight black lips".

TASK: re-read the Frankenstein extract and answer the following questions below:

- 1) What examples of pathetic fallacy (where the weather links to the character's emotions) has Shelley included in this extract?

.....

.....

.....

.....

- 2) How does Shelley set the scene?

.....

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.....

.....

.....

- 3) Think about what life was like in the Gothic era (think back to task 2 on page 2.)
How are ideas shown in this extract?.....

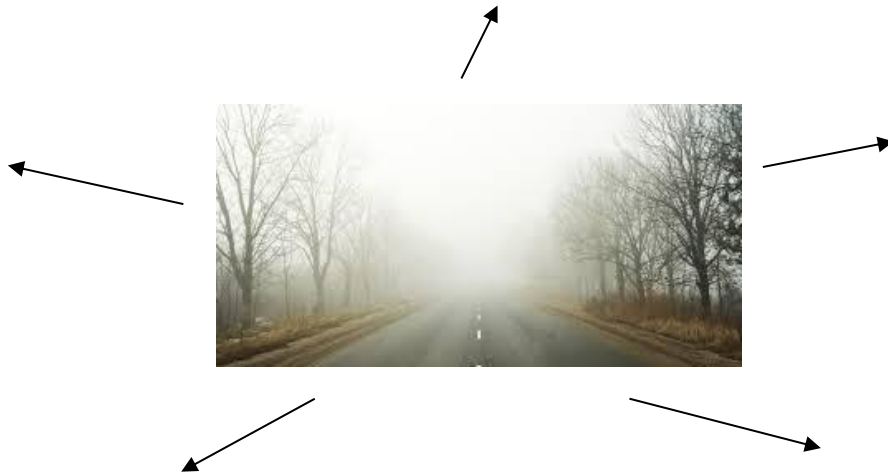
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- 4) Choose 3 key words from the text and explain how they have been used:

- 1)
- 2)
- 3)

Lesson 4: Poetry Analysis

TASK: Write down your initial thoughts, ideas, images, emotions, etc. when you think of fog.



TASK: Read the following short poems:

From The Love Song of J. Alfred Prufrock

By T.S. Eliot

The yellow fog that rubs its back upon the window-panes,
The yellow smoke that rubs its muzzle on the window-panes,
Licked its tongue into the corners of the evening,
Lingered upon the pools that stand in drains,
Let fall upon its back the soot that falls from chimneys,
Slipped by the terrace, made a sudden leap,
And seeing that it was a soft October night,
Curled once about the house, and fell asleep.

Fog

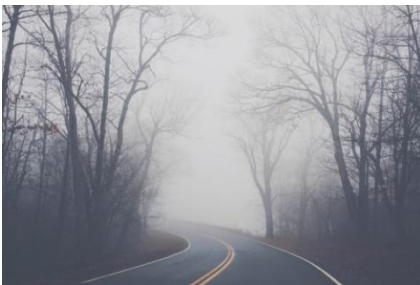
By Carl Sandburg

The fog comes
on little cat feet.
It sits looking
over harbor and city
on silent haunches
and then moves on.



Gray Fog

by Sara Teasdale



A fog drifts in, the heavy laden
Cold white ghost of the sea—
One by one the hills go out,
The road and the pepper-tree.
I watch the fog float in at the window
With the whole world gone blind,
Everything, even my longing, drowns,
Even the thoughts in my mind.
I put my head on my hands before me,
There is nothing left to be done or said,
There is nothing to hope for, I am tired,
And heavy as the dead.

Discussion points:

- What do these poems have in common?
- How does each writer present the fog?
- What language or structure techniques do the writers use?
- Which poem do you find most effective and why?
- Which poem do you feel is the least effective and why?
- What mood or atmosphere is created by the fog?
- Is the fog portrayed as weather, or something else?
- Are there any similarities between the poems?
- What are the differences?

TASK: Choose one of the poems and deconstruct it using the template below. This means you need to pick apart word by word in order to understand how the writer created their poem.

The poem's title suggests....

The tone of the poem is.....

The fog is presented as being...

The poem I have chosen to deconstruct is:

The poem is written in (narrative voice- first person/ third person..) and the effect of this is...

Key words stand out to me (and why) are ...

This poem is effective because...

The writer's views on fog are..

Lesson 5: Creative Writing task

TASK: for each of the following words, come up with a range of synonyms/ ambitious vocabulary/ phrases/ poetic devices (simile/ metaphor etc.)

Help: Look at the next picture to inspire you.

- Sad
- Dark
- Empty
- Scary
- Quiet
- Walk
- Ground/ floor



TASK: Write half a page of description based on this image. You can write in 1st person, but aim to make it as descriptive as possible (no big plot events/ speech)

HELP: Use the words above/ 5 senses to get you started.

Creative writing- creating an effective mood or atmosphere.

Gothic writers must rely on the quality of their description in order to build mood, atmosphere and increase tension. Just like 'scary' films, you have to have the quieter, calmer 'spooky' parts, to make the larger events and jump scares more effective.

TASK: Self- assessment:

- 1) Highlight the sentence that you think is the most frightening within your work. Once you have done that, write the sentence in the box.**
- 2) Once you have written your sentence into the box below, annotate it to show how it is helping to create a frightening or spooky atmosphere.**

Write your sentence in this box:

Lesson 6: Gothic Punctuation Task

The extract below is from a story by Edgar Allan Poe called The Tell Tale Heart. This is about a villainous character who takes his neighbour's life and then hides his victim under the floorboards. The police arrive to question him and he reveals he has done this because he can hear a heart-beating but no-one else can:

The grotesque heart continued to beat!
Intensely- dramatically- furiously as the
officers paced towards me; they were
closing in around me. I couldn't escape -
there was nowhere to go! Suddenly, I
remembered something: a latch down to the
cellar under my foot but how could I distract
the officers? I hatched a plan...

Why have the exclamation marks been used?

What's the effect? (How does it make us feel as a reader?)

What is the reason for the dashes? What does it suggest about the narrator's feelings towards his neighbour's death?

What about the question marks? What does this reveal to us?

Writing task: Write a descriptive paragraph where you decide what happens next by writing as if you were the narrator in this story. Make sure you choose punctuation that shows something about the narrator's feelings or adds meaning to your writing.

Lesson 7: Power Word Task

For each of the words in the following list, complete the table. Use one row per word:

countenance; decrepit, desolate, grotesque, harrowing, malicious, oppressive, pensive, phenomenon, wretched, aghast, derision, dissemble, dilapidated, gesticulation, macabre, malevolent, profound, repulsions, supposition.

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