

Ancient Roots & Religion

Horror History

Unit Goals: To understand biological roots of horror as survival tool

To examine the role of fear in culture & religion

Major Assessment: Monster Design: written description (with or without illustration) of a monster tied to a specific aspect of history or culture; 2p. essay connecting academic concepts to the design.

Other Assessment: Seminar discussion

Texts: Selections from *The Odyssey*, *Norse Myths*, *Greek Myths*, *Native American Tales*, *Beowulf*, *The Exorcist*, Cryptozoology materials

(note: African/Asian tales to be surveyed for inclusion; working to accent role of women)

Classes:

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
<i>Course intro</i>	<i>Monsters in Myth</i>	<i>Monsters in Religion</i>	<i>The Exorcist</i>	<i>The Exorcist</i>	<i>Monsters Today</i>	<i>Seminar & Project Work</i>	<i>Project Presentations</i>
Course overview	Historical context of myths	Conceptualizing evil, biological roots	Intro & film	Complete film	Cryptozoology articles	Seminar: Roots of evil- what functions are most compelling today? Is there a place for 'monsters' in our world?	(note: presentations will act as formative assessment)
Project overview	Social & political function of 'monsters'	"The enemy"	Hand in Project Checkpoint 1	Unit project assignment	Religious and cultural forces: how does evil manifest culturally in a secular society?		Intro of next unit
Unit intro		Folk belief & religion		Confer on Checkpoint 1			Hand in Checkpoint 2
Group reading of assigned mythological text		'apocrypha'					

Gothic

Horror History

Unit Goals: Analysis of how the gothic movement personalizes/humanizes horror
 To examine the roots of modern psychological horror
 To examine the relationship between the Romantic Movement and horror as a genre

Major Assessment: Literary response essay & original gothic work

Other Assessment: Presentation

Texts: Poe's *"The Black Cat"* & poems, excerpts from *Frankenstein* & *Dracula*, Lovecraft's *"The Outsider"*

Tod Browning's *Dracula*, James Whale's *Frankenstein*

Classes:

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
<i>Gothic & the Romantic Movement</i>	<i>Poe's Role</i>	<i>Browning's Dracula</i>	<i>Whale's Frankenstein</i>	<i>Film Finish & Unit Project</i>	<i>Course Project & Work Block</i>	<i>Test & Work Time</i>	<i>Gothic Project Share</i>
Literary trend lecture	Poems	Film viewing	Stoker v. Shelley v. Browning v. Whale: Interpretation & adaptation & historic context	Complete film	Introduction of course project	Unit test	Presentations
<i>The Black Cat</i>	Poe Seminar	Hand in Checkpoint 3	Film viewing	Discussion	Supervised work time		Hand in Checkpoint 4
	<i>Dracula & Frankenstein</i> texts			Unit project intro	Lovecraft reading for test		

Film & Pop Culture

Horror History

Unit Goals: To evaluate the relationship between historical context and the horror genre

To examine manifestation of political issues in the genre

To examine intersection of film technology & the genre

Major Assessment: Original film or script work for a short scene

Texts: Film excerpts: Edison's *Frankenstein*, *The Cabinet of Dr. Caligari*, *Nosferatu*, *The Golem*, *Faust*; Lon Chaney's *Hunchback of Notre Dame* & *Phantom of the Opera*; *The Thing*, *The Blob*, *Them*, *Invasion of the Body Snatchers*, *Night of the Living Dead*

Film criticism articles/excerpts

Classes:

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
<i>Film History: Silent Horror</i>	<i>Film History: The Rise (and Fall) of Universal</i>	<i>Film History: The Atomic Era</i>	<i>Zombie Apocalypse</i>	<i>Night of the Living Dead</i>	<i>NOTLD/ Project Work</i>	<i>Project Work</i>	<i>Project Share</i>
German Expressionist approaches	Lon Chaney: Man of a Thousand Faces	The Cold War & Film	Zombies in religion and as metaphor	Film Viewing	Complete film	Project work time	
Writing & design technique	Universal and the birth of franchise film-making	The A-bomb and Monsters	Make-up seminar	Hand in Checkpoint 5	Discussion	Semester project conferences	
			NOTLD context		Project work time		

Race & Gender

Horror History

Unit Goals: Analysis of how horror has been used to reflect and reinforce cultural values
 Examination of the use of horror to comment on and subvert gender and race roles
 Evaluation of the potential role of horror as relief from or trigger for disturbing behavior

Major Assessment: *Us* film response essay

Texts: Excerpts from *Call of Cthulu*, Octavia Butler’s *Bloodchild*, *Rosemary’s Baby*; “*The Yellow Wallpaper*,” Jordan Peele’s *Get Out & Us*; *The Stepford Wives*

Classes:

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
Horror & Ethnicity	<i>Get Out</i>	<i>Get Out</i>	Horror & the Feminist Awakening	<i>The Stepford Wives</i>	<i>The Stepford Wives</i>	<i>Us</i>	<i>Us</i>
“ <i>Call of Cthulu</i> ” excerpt	Film Viewing	Complete film	“ <i>The Yellow Wallpaper</i> ”	Film Viewing	Complete film	Film viewing	Complete film
“ <i>Bloodchild</i> ”		Discussion	“ <i>Rosemary’s Baby</i> ” excerpt		Discussion		Begin essay for completion at home
Pre-set film		Project Checkpoint 6			Pre-set film exam essay concepts		

Horror Around Us

Horror History

Unit Objectives: Analysis of trends in the genre today, and examination of its impact on storytelling, especially in relation to media portrayal of crime & criminals.

Showcasing of student achievement

Major Assessment: Student final projects, final seminar

Texts: Period pre-Victorian “Confessions” & “Penny Dreadfuls,” period murder ballads (i.e. the Ballad of Henry Green), *The Silence of the Lambs*, *The Walking Dead* graphic novel excerpts, topical news.

Classes:

Class 1 <i>Project</i> <i>Checkpoint 6</i>	Class 2 <i>From True Confessions to Police Procedurals</i>	Class 3 <i>The Silence of the Lambs</i>	Class 4 <i>The Silence of the Lambs</i>	Class 5 <i>Work block & seminar prep</i>	Class 6 <i>Final Seminar</i>	Class 7 <i>Student Showcase</i>	Class 8 <i>Student Showcase</i>
Peer review of projects	Birth of ‘true crime’ in the horror genre Murder ballads Fact & fiction blend as the horror genre modernizes	Film Viewing	Film Viewing	Pre-set for final seminar, draft reviews	Student-led overview discussion	Checkpoint 8: Sharing of semester projects	Checkpoint 8: Sharing of semester projects

Horror Project

Horror History

Unit Objective: Demonstration of mastery of both ELA skills and college & career readiness skills including planning, organization, and time management

Major Assessment: The Project: a student driven long-term activity that related to the genre. This can take the form of a traditional research or literary response project in the eight to ten page range, focused on a theme, concept, or subgenre. It can also be in another form of the student’s choice. Suggestions can include (but are not limited to) films, screenplays, plays, special effects projects, websites, hypertext stories, graphic novels, etc. A major goal beyond the project itself is the students’ ability to plan and remain focused on a long-term activity, and use planning, checkpoints, and self-evaluation to stay on track

Texts: Self-selected, with additional input from instructor

Classes (note: these are worked into other units or scheduled outside of class time):

Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4	Checkpoint 5	Checkpoint 6	Checkpoint 7	Checkpoint 8
Brainstorm:	Project proposal:	Project schedule:	Progress Report 1:	Progress Report 2	Peer Draft Review	Teacher Draft Review	Presentation
student developed list of potential project topics and activities	clearly defining the scope and content of the project	A clear student-developed calendar of project activities or steps	Accounting of work to date, with evidence of what has been completed	Accounting of work to date, with evidence of what has been completed	Written feedback from at least three peers of the project	Conference with and feedback from Teacher	Sharing of final project and discussion of process
Brainstorm review conference	Proposal conference, teacher approval	Teacher approval	Teacher review	Teacher review	Student developed revision plan	Final revision suggestions	