

Interview with the Vampire Unit Overview:

1. Describe the scope of content which will be included in the unit: explain how you determined what specific standards and content (topics) to bundle into a unit of instruction. List the standards covered in the unit.

The unit will cover the novel “Interview with the Vampire” by Anne Rice. It will also cover the major themes behind the book, its connection to the vampire legend in Louisiana, and the author herself. I chose this unit because it has a lot of potential for connections to Louisiana, as well as modern topicality. Students enjoy unique topics, and they will also learn about Louisiana history in the process. I wanted two basic outcomes:

1. **To increase students’ knowledge of the novel and its author**
2. **To stimulate interest and increase knowledge of the vampire trope in Louisiana**

Standards Used:

ELA 11 RSW 1. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

ELA 11 RSL 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

ELA 11 RSL 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELA 11 RSIT 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

ELA 11 SLS 1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ELA 11 LS 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELA 11 LS 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

2. Explain how the unit fits within the overall curriculum including an explanation of precedents and antecedents (what comes before and after). Also, describe the prerequisite skills students will need in order to be successful in this unit.

In previous lessons, students learned about other legends like Voodoo, the Axe Man, and Peter Antoine.

In a later unit, I plan to have the students learn about local ghost stories and traditions.

In addition to basic writing, speaking, and learning skills, the students will have to be able to participate in thoughtful and complex discussions. Students will also need to know to write an essay.

3. Describe how the unit of instruction will be meaningful to learners.
 - a. How does the unit meet both academic and social needs of the learners?
 - b. How does the unit meet both current and future needs of the learners?

This unit will meet the social needs of students both in class through class discussion and in the community by teaching them to participate and understand Louisiana’s history.

This unit will help the students meet their reading and discussion.

- c. Identify areas of possible student misconceptions and explain how these will be addressed within the unit.

Because the novel has many adaptations, this unit will direct attention to the novel to avoid confusion as well as address the other forms the story is in. Group discussions will clear up any misconceptions.

- d. How does this unit connect content knowledge with authentic, real world contexts and applications?

This unit connects with the often-portrayed trope of vampires and emphasizes its prevalence in Louisiana. Understanding a popular story will help learn more about those connections, and how it is shown in modern media.

- e. How does the unit integrate content across the subject silos?

The unit dives into Louisiana History, Literature, and Pop Culture.

Lesson Sequence:

1. Show the planned sequence of topics, lessons, activities, and assessments within the unit.

A. Use an outline or graphic format to show an overall picture of the unit.

i. For elementary, plans clearly show the interconnectedness of lessons from the core disciplines of ELA, math, science, and social studies. Additionally, show the connections with arts and physical education.

ii. For secondary (6-12) unit plans clearly show cross-curricular connections: especially, integration of reading and language across disciplines. Additionally, show specific connections to post-secondary education, and careers.

1. Monday. We will review Gothic literature and learn about the prevalence and ideas behind vampires in Louisiana

2. Tuesday. We will cover the author and begin covering the novel

3. Wednesday. We will cover the novel's contents and characters

4. Thursday. We will analyze the novel's themes and characters

5. Friday. We will write a short essay and watch the 1994 film adaptation

Unit Project:

1. Describe at least one project that spans several days and integrates multiple learning outcomes with authentic real-world applications.

A. Include a detailed set of directions for students

B. Include an evaluation Rubric

The students will write a short essay addressing one of two prompts: 1) Describe the text, being sure to include its execution of Gothic themes and analyze the hows and whys of its vampiric theme. 2) Connect the story of "Interview With The Vampire" to the overall myth of the vampire and explain some of the cultural connections that myth has to Louisiana.

Essay Rubric

Category	1	2	3	4
Information Integration	<ul style="list-style-type: none">- No connection to material- No evidence of understanding material	<ul style="list-style-type: none">- Some connection to material- Inaccurate/basic use and understanding of material	<ul style="list-style-type: none">- Implied or clear connections to material- Clear understanding of material	<ul style="list-style-type: none">- Insightful connections to material- In-depth analysis of material

Quality and Clarity of Thought	<ul style="list-style-type: none"> - No main theme/topic - Underdeveloped theme/topic - Few or no relevant details 	<ul style="list-style-type: none"> - Inconsistent/basic development of theme/topic - Details are inaccurate or lack some elaboration 	<ul style="list-style-type: none"> - Consistent and fully developed theme/topic - Details are specific and elaborated on 	<ul style="list-style-type: none"> - Insightful theme/topic - Many details that enhance development
Organization and Format	<ul style="list-style-type: none"> - Lacks focus and organization - Major formatting issues - Poor sentence structure - Limited vocabulary 	<ul style="list-style-type: none"> - Establishes but does not maintain focus - Clear transitions - Complete sentences with some variety - Appropriate vocabulary 	<ul style="list-style-type: none"> - Maintains focus - Logical progression of ideas with transitions - Effective and varied sentence structure and vocabulary 	<ul style="list-style-type: none"> - Developed relationships between ideas - Complex sentences and vocabulary
Grammar Usage and Mechanics	<ul style="list-style-type: none"> - Many distracting errors in grammar, spelling, and/or punctuation 	<ul style="list-style-type: none"> - Some errors in grammar, spelling and/or punctuation 	<ul style="list-style-type: none"> - Very few errors in grammar, spelling and/or punctuation 	<ul style="list-style-type: none"> - Zero errors in grammar, spelling and/or punctuation

Summative Assessment:

1. How will you assess overall learning to make sure that goals and objectives are met?

A. How will you empower students to demonstrate their learning in multiple ways?

The students will participate in many class discussions, and be able to express in an essay what they learned through lectures and assigned readings.

B. How will you accommodate learners so that all learners have opportunities to demonstrate what they have learned (what they know and can do): this is in contrast to an assessment such as a multiple guess test which assesses a finite set of learning outcomes in only one way.

i. Include in your unit fully developed assessments.

1. For objective tests (multiple guess, matching, true false) include the actual test

2. For project-based and performance assessments include clear specific directions and an evaluation rubric.

c. How will you accurately assess the achievement of English language learners, and students with IEPs and 504 plans?

I'll make sure they receive the mandated accommodations.

Enrichment:

1. How will you enable students who learn easily and well (gifted and high achieving students) to set and meet high expectations?

An essay assignment combined with discussions will give plenty of opportunity to express critical thinking skills and ability to develop complex ideas.

Remediation:

1. How will you make certain that all learning experiences are at an appropriate level (accommodations) for students who lack specific prerequisite knowledge and skills to engage with the planned curriculum?

There will be class discussions, as well as a review on the genres of literature and analysis.

Culminating Experiences:

1. Describe the strategies you will use to provide closure to the unit (kind of like the closing ceremony of the Olympics).
 - a. How will you enable students to self-reflect on their growth (metacognition) throughout the unit?
 - b. How will you enable students to recognize and value their own accomplishments?
 - c. How will you facilitate the transition to the next unit?
 - d. How will you communicate the accomplishments of your students to various constituents including parents/guardians and community and school leaders?

We have discussions that grow in complexity to show growing connections between learned topics and stimulate independent critical thinking, as well as a graded essay. We will also see the story in action by watching an adaptation.

Unit Evaluation:

1. How will you reflect on the strengths and challenges encountered through teaching the unit?

I plan to get feedback from others about the unit, accepting criticism from other teachers as well as opinions from the students.

2. How will you share your work with the professional educational community?

I plan to have all my lesson plans on my website on Wix. They will be completely free for anyone to view and adapt.