**Subject area/course**: ELA/Film Seminar

**Grade level/band**: 12

**Task source**: New Hampshire Task Bank; Authors: Adam Theriault and Frank Gallo

**Metacognitive Monsters**

**STUDENT INSTRUCTIONS**

1. **Task context**:

*Essential question:*  How do artists create horror?

*Sub-essential questions:*

* How has the genre of horror changed over time? What elements are consistent across time?
* What is the role of the “femme fatale” within a story? Is the femme fatale role fundamental to a horror story?
* What are the different types of monsters and what are their significant characteristics? How is the monster an “archetype?”
* What is the current state of one particular monster style in writing and film? How did it become this way?

You will write a comparative essay critiquing the literary styles of two authors and their use of fear as a thematic focus. You will support your central claim with evidence from at least one film from class, one story from class and one film of your own choosing. You will also participate in a graded oral discussion and produce an original film.

1. **Final product**:

1. Your essay should include the following:

➢ Introduction that grabs and informs the reader:

* What is the big idea of the essay that will interest your reader the most?
* Which horror genre element will you write about and what does the reader need to know about it?
* What does the reader need to know about the genre in relation to your essay? Provide background information on the characters, directors, and authors you will discuss in your essay.

➢ Thesis that directly answers the Essential Question/Sub-EQs

* Supporting Evidence: Direct textual evidence showing how fear is created in literature. These references to text should support your claims and show a deeper understanding of how archetypes are created and developed.

➢ Analysis that explains the meaning of the evidence:

* How does the evidence support your thesis or key point?
* What impact or consequence does this key point or idea have on the audience, theme, plot, character, etc.?
* What is the significance of your key point or idea? Why should we care?

➢ Conclusion that brings all pieces together and leaves the reader with a final insight.

2. Technical requirements for your essay:

➢ 12-point font, double-spaced, 1” margins, header with page numbers, MLA format

➢ 3-4 pages

➢ Min. 4 direct quotes from text

**Possible Themes/Elements to Explore within the Genre of Horror:**

* Femme Fatale
* The Vampire
* The Werewolf
* The Zombie
* The “Thing”
* The role of point of view camera angle and first person narration
* Hand held weapons
* Isolation
* The role of dark and light imagery
* Character development
* Main character: sinner or saint?
* Fear analysis
* Gothic Setting

**Honors Challenge:**

* Must include Evidence/Direct Textual References from outside sources to explore either a psychological or sociological factor.
* Must include a minimum of 8 textual references (4 from your selected story and 4 from outside sources)

**Checkpoints:** (Deadlines will be provided by your teacher)

* Select Topic
* Introduce Essay Project
* Journal Entry Analysis Completed for all stories
* Rough draft due
* Final Essay due (beginning of class)
* Once essay is complete, then you may begin working on your film.

**Additional Information**

1. **Knowledge and skills you will need to demonstrate on this task:**

*Students will understand:*

* Key genre concepts like: femme fatale and rational ad irrational fears
* Key literary concepts like: archetype and metaphor

*Students will be able to:*

* articulate differences between irrational and rational fear;
* identify insidious and didactic uses of fear in society, film, and literature;
* evaluate creativity and the “horror” genre;
* understand the cultural and social limits of acceptability in modern film ( in terms of viscera and theme)
* question gratuitous gore and its desensitizing function in society;
* identify common metaphors; appreciate complex metaphors; employ  metaphorical language in expository writing.

**For analytic essay:**

**Complex Thinker: Ideas/Evidence/Analysis**

* Thesis is arguable and defendable.
* Analysis supports thesis.
* Direct textual evidence is used to further the argument.
* Writer makes an effort to synthesize ideas in order to deepen argument.

**Effective Communicator: Organization/Structure**

* Paper contains an introduction that forecasts the content.
* Conclusion pulls argument together and offers further insight.
* The argument is the focus of the essay.
* There are transitions between paragraphs and ideas.
* Every paragraph is correctly structured and centers on a single idea.

**Effective Communicator: Sentence Fluency, Word Choice, Conventions**

* Sentences are well-constructed with some variety.
* Word choice and usage are consistently accurate and appropriate.
* There are a few punctuation, spelling or grammatical errors. They do not distract the reader.
* There are few mistakes in source citation or MLA formatting.

1. **Materials needed:**

**Anchor Text:**

Washington Irving, [“The Legend of Sleepy Hollow”](http://www.gutenberg.org/files/41/41-h/41-h.htm) (1380L)

**Supporting Texts:**

Mattheson: [“Button, button.”](http://jhampton.pbworks.com/w/file/fetch/47378440/button)

Oates:  [“Where are you going, Where have you been”](https://www.d.umn.edu/~csigler/PDF%20files/oates_going.pdf)

Marryat: [“The White Wolf of the Hartz Mountains”](http://www.donaldcorrell.com/road/marryat/whitwolf.html#s1)

Hawthorn: [“Feathertop”](http://pinkmonkey.com/dl/library1/gac010.pdf)

Kipling:  [“Phantom Rickshaw”](http://www2.hn.psu.edu/faculty/jmanis/kipling/phantom-rickshaw.pdf)

Poe: [“Imp of the Perverse”](http://classiclit.about.com/library/bl-etexts/eapoe/bl-eapoe-imp.htm)

**Filmography:**

[**Columbus:**](http://www.imdb.com/name/nm0001060/?ref_=fn_al_nm_1)   “Home Alone”

[**F.W. Murnau**](http://www.imdb.com/name/nm0003638/?ref_=tt_ov_dr):  [“Nosferatu”](http://www.youtube.com/watch?v=KO5mMVeFZEQ)

[**Romero**](http://www.imdb.com/name/nm0001681/?ref_=tt_ov_dr): [“Night of the Living Dead”](http://www.youtube.com/watch?v=-_f2Enn8x5s)

[**Hitchcock:**](http://www.imdb.com/name/nm0000033/?ref_=nv_sr_1)  [“Psycho”](http://www.youtube.com/watch?v=_GF_A6K9TwI)

[**Kubrick:**](http://www.imdb.com/name/nm0000040/?ref_=nv_sr_1) “The Shining”

[**Raimi:**](http://www.imdb.com/name/nm0000600/)  [“The Evil Dead”](https://www.youtube.com/watch?v=XmsDdORtfJ8)

**Filmatic Analysis and Critiques :**

Wood:  [“The American Nightmare:  Horror in the 70’s”](http://www.blue-sunshine.com/tl_files/images/Week1-Wood-AmericanNightmare.pdf)

Waller:  [“American Horrors: Essays on the Modern American Horror Film”](http://bc3012wf11.wikispaces.com/file/view/Waller,+Introduction+to+American+Horrors,+1-13.pdf)

Zinoman:  [“The Critique of Pure Horror”](http://www.nytimes.com/2011/07/17/opinion/sunday/17gray.html?pagewanted=all)

[Vidergar:](http://purl.stanford.edu/ct352yp0031) [Fictions of destruction : post-1945 narrative and disaster in the collective imaginary](https://stacks.stanford.edu/file/druid:ct352yp0031/Fictions-of-Destruction_becerravidergar_FINAL-augmented.pdf)

1. **Time requirements:**

This task was designed to take place over the course of about two weeks within a longer 4-week unit. Your teacher will provide more details about the timing of each part of the task.

1. **Scoring:**

Your work will be scored using the Metacognitive Monsters Communication & Analytic Essay rubrics. You should make sure you are familiar with the language that describes the expectations for proficient performance.