



Exploring Gothic Horror in Neil Gaiman's *Coraline* Unit of Work

(NSW English Stage 4 Syllabus
for the Australian curriculum)

Unit overview & lessons
based on developing
student knowledge of
and skills in writing the
horror genre and studying
Coraline by Neil Gaiman

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Quiller

Exploring Gothic Horror in Neil Gaiman's *Coraline*: Unit of Work

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Unit of work:	<i>Exploring Gothic Horror in Neil Gaiman's Coraline</i>	Year:	Stage 4 – Year 8
Duration:	8 weeks	Assessment:	Write a horror short story for a young audience
Text types:	Narrative, reviews, multimedia texts	Language:	language of horror, text connectives
Concept:	Transformation and narrative		
Learning experiences: <ul style="list-style-type: none"> • Reading • Writing • Viewing • Listening • Creating 		Other learning across the curriculum areas <ul style="list-style-type: none"> • Difference and diversity 	
Links to other learning areas: <ul style="list-style-type: none"> • History • Science 			
General capabilities: <ul style="list-style-type: none"> • Literacy • Critical and creative thinking • Information and communication technology capability 			

Essential Learning Goal	Overarching Question	Key Learning Ideas
Understand and use the structural and language features of horror short stories to create an entertaining horror short story for teenagers that creatively adapts existing texts.	What makes an effective horror short story for teenagers?	What are the language and structural features of horror short stories? Developing writing skills for creating written features of a horror short story Experimenting with writing horror short stories

Exploring Gothic Horror in Neil Gaiman's Coraline Unit of Work
Links to NSW English Syllabus K-10 for the Australian Curriculum: Stage 4

Objective A: Outcome 1

A student: responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints experiment with language forms and features to compose texts for pleasure and enjoyment
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> use increasingly sophisticated verbal, aural, visual and/or written techniques, e.g. imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
Respond to and compose texts	<ul style="list-style-type: none"> respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735) compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)

Objective A: Outcome 2

A student: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies EN4-2A

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)
Respond to and compose texts	<ul style="list-style-type: none"> use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1723, ACELY1734) use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)

- use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing

Objective B: Outcome 3

A student: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-3B

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> • engage with the language and structures of texts in meaningful, contextualised and authentic ways • identify, discuss and reflect on the ideas and information in a range of texts • develop a sense of personal style and taste in composition and response
Develop and apply contextual knowledge	<ul style="list-style-type: none"> • describe and analyse the purpose, audience and context of texts
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> • interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767) • understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)
Respond to and compose texts	<ul style="list-style-type: none"> • analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1721, ACELY1732)

Objective B: Outcome 4

A student: makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4-4B

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> • recognise and appreciate the ways a wide range of texts communicate by using effective language choices
Develop and apply contextual knowledge	<ul style="list-style-type: none"> • explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning
Respond to and compose texts	<ul style="list-style-type: none"> • plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) • create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) • creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences • respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality

Objective C: Outcome 5

A student: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none">engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts
Develop and apply contextual knowledge	<ul style="list-style-type: none">critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none">understand and use conventions of storytelling in a range of modes and media, e.g. digital storytellinguse imaginative texts as models to replicate or subvert textual conventions to create new texts
Respond to and compose texts	<ul style="list-style-type: none">compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventivenesscompose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway

Objective D: Outcome 8

A student: identifies, considers and appreciates cultural expression in texts EN4-8D

Sub-strands	Content descriptions
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none">understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)

NESA, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp. 116-133

Content descriptions	Quality Teaching Framework	Lesson Outline	Suitable for homework	Resources
<p>Outcome 1 compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p> <p>Outcome 3 Analyse and explore the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</p> <p>Outcome 3 identify, discuss and reflect on the ideas and information in a range of texts</p> <p>Outcome 3 interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)</p>	<p>Background knowledge</p>	<p>What are horror stories?</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read the first 3 paragraphs from <i>Macmillan English 7 for the Australian Curriculum</i>, page 114 outlining the meaning of horror stories. 2. Explain, discuss or read notes on gothic stories from ‘What are horror stories? Worksheet’. 3. Discuss and ask students to complete the exercise below: <p>Exercise</p> <ol style="list-style-type: none"> 1. Create a mind map where you identify the things that make you scared. 2. Write down a list of horror stories you have heard about. Consider films, TV shows, short stories, real life recounts and novels. 3. Discuss with a partner or write answers to the following questions: <ol style="list-style-type: none"> a. Do you like horror stories? What is about these stories that makes you like them or dislike them? b. Write a list of horror stories you have heard about, read or seen. Jot down notes about these stories – the plot, characters, settings, themes/ideas. c. Write a list of famous characters from horror stories. Jot down notes about these characters – their characteristics, dress, motivations, desires and dislikes. d. Horror stories tend to be about certain subjects. For example, haunted houses, vampires and werewolves, psychotic people. What subjects do you like horror stories to be about? Explain why you like this. Refer to a horror story that represents this subject. 4. Look at a series of images representing horror stories. Explain the following for each image: <ol style="list-style-type: none"> a. Describe what is happening in the horror image. b. Write down 3 potential storylines for this image. c. What time timeframe do you think this image comes from – 1800’s, early 1900’s, late 1900’s or the present? Explain what it is about the graphics – colour, subject matter or layout that makes you think this. <p>Diversity of Learners To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p>Extension</p> <ol style="list-style-type: none"> 1. What is the value of horror stories? 2. What makes a horror story valuable? 		<p>What are horror stories? worksheet</p> <p><i>Macmillan English 7 for the Australian Curriculum</i> p 114</p> <p>Images from horror stories</p>

		<ol style="list-style-type: none">3. Why are some horror stories more popular than others?4. What are the differences and similarities between horror stories and gothic horror stories?5. Research 'gothic horror stories'. Explain the context of gothic horror stories. <p>Special educational needs</p> <ol style="list-style-type: none">1. Restrict the number of questions to be answered.2. Students can discuss some or all questions with a partner instead of writing.		
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