**Teacher’s Handbook**

**Emma Houdini and James Price in the Keys of Terror**

**Unit 1: Conventions of the Gothic genre. [PowerPoint 1; 6 slides]**

Note: part of this unit include photocopiable material.

Students will revise key conventions of the genre, using the text; they will check their understanding; produce posters or slides to demonstrate knowledge; **[Slides 1-4]** Students check their understanding of Chapter 2 which introduces the main characters, James and Emma, followed by a writing task linked to these characters**. [Slides 5-6]**

**Unit 2: Building and using word bank related to the genre. [PowerPoint 2; 9 slides]**

Students learn about editing, and how to build, extend and use a word bank. There is a

Related writing task.

**Unit 3: Developing language skills [PowerPoint 3; 8 slides]**

Students learn some techniques to use in their writing, such as metaphor, simile, alliteration and varying sentence structure. They will learn relevant terms and check their understanding with quick tasks; this is followed by a more extensive writing task.

**Unit 4: applying knowledge of techniques; learning about paragraph structure in a related writing task. [PowerPoint 4; 10 slides.]**

**Note:** you will need to photocopy the **Extract 1** from your photocopy pack.

Students begin by looking for details of language techniques and sentence structure in the extract. **[Slides 1-5]** Suggested: teach this in a one session, then deliver the next section in a follow-up lesson.

In the second half of this unit, [**Slides 6-10]** students learn how to structure a paragraph and write up their findings from the previous lesson.

**Unit 5: creating Gothic characters. [PowerPoint 5; 11 slides]** Students learn about 3 key characters of the Gothic genre: villain; hero; victim. They will engage in planning each character and there is a related writing task.

**Unit 6: creating Gothic atmosphere.** { Photocopiable material, Extract 2

A worksheet in which students learn about creating atmosphere and engage in some analysis.

**Unit 7 Planning and writing a story in six steps, using Freytag’s pyramid. [PowerPoint 6; 11 slides]**

**You will need to photocopy ‘A story in Six Steps from your photocopiable pack.]**

**Note:** Remember students are writing a SHORT story; encourage them to use the planning they are learning here to keep control of their material and not write at a greater length than they can manage. A paragraph per stage is enough!

This unit walks the students through the theory of writing a well-structured story. Freytag’s pyramid is a fundamental and very useful tool for students to use when planning and writing a story.

Here are some supplementary questions you may wish to discuss with the students as they approach each of the six steps.

**Step 1: Introduction:**

* When is your story set?
* What is the main location?
* What is your victim doing at the start?
* How is your villain introduced? (Is it obvious that they are a villain at first?)
* How will you build atmosphere?

**Step 2: The inciting incident:**

* How will your victim be captured by your villain?
* How can you make the reader feel sympathy for the victim?
* How will the hero discover what’s happened?
* How will you show the hero’s emotional reaction to what’s happened?

**Step 3: The Rising Action:**

* How will your hero gain knowledge, skills and power?
* Who/what will they learn it from? (A wise mentor, an ancient book?)
* What difficulties will they face as they learn?
* How could the villain taunt them?
* How will you show each step on the way becoming more important, more tense and more emotional?
* How will you build towards the Crisis?

**Step 4: The Crisis[Climax]: [A moment of temporary defeat for the hero.]**

* What pushes the hero into the Crisis moment? Did they rush in?
* How does the hero feel, now that they have a chance to take on the villain/rescue the victim?
* How does the hero try to use their new-found knowledge to defeat the villain?
* What did they fail to understand, that causes them to fail?
* How will your hero realise what they need to understand?

**Step 5 The falling action**

* What will give your hero the courage to fight again?
* How will your hero change their tactics? (E.g. if physical strength failed, what should they do instead?)
* How could they use their skills in an unexpected way to find and face the villain?
* How will you make it seem like the hero has lost, but then turn the tables on the villain?
* What is the fate of the villain?
* How does the victim react to being rescued?

**Step 6 Resolution**

* How will you show that the events have changed your hero?
* Does the victim notice the change in the hero? How do they react to it? Has the victim changed as well?
* How will the hero’s new understanding of the world affect them and their old life?
* Will the hero think and act differently about the future?

**Unit 8: Character Arcs [ PowerPoint 7 ; 8 slides]**

Students learn about character arcs; they will use the pyramid diagram to map how the hero changes during the story; they will then produce a storyboard, outlining their story.