between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

Gothic novel: Dracula: The Count on the wall

How does Stoker make the Count seem less than human?

Lesson 6 of 14 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the English national curriculum at Key Stage 3



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What is in this sampler

This is one complete lesson from our Gothic novel: Dracula scheme for Year 9. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model paragraph and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 6, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the student booklet: one question, with the Securing, Strengthening and Soaring support side by side (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading. The five Do Now questions build on what students learned in Lessons 1 to 5 of the full scheme.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared question answered as a What–How–Why paragraph, with Securing, Strengthening and Soaring support; then a model paragraph and an exit ticket.

Three levels of support

Every student answers the same question in every lesson. What changes is the support on the page, so the whole class does the same lesson:

Securing	The most support: a word bank, a choice of quotations, a worked example and sentence starters.
Strengthening	Some support: prompts for What, How and Why, a planner and a checklist.
Soaring	The most challenge: a debatable statement, prompts to think further and an argument planner.

The names describe the support, never the student. The hinge question shows who might start where, and students move between levels from lesson to lesson.

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In the full scheme

- 14 lessons like this one, with editable slides and a teacher handbook (lesson notes, unit map, assessment guide and knowledge bank)
- A student booklet with every lesson and all three levels of support, plus the same lessons as one pack per level
- Six weeks of independent practice homework at three levels
- A checkpoint (Feedback Loop kit) with a whole-class feedback sheet and improvement tasks
- A two-part end-of-unit assessment with a teacher guide, band guidance and annotated models
- A catch-up sheet for every lesson, for students who missed it
- An inclusion guide: pre-teaching, SEND, EAL and pupil premium notes for every lesson

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Lesson 6: The Count on the wall

SEQUENCE 1: JONATHAN AT CASTLE DRACULA: CHAPTERS 1 TO 4 · 60 MINUTES

How does Stoker make the Count seem less than human?

By the end of the lesson, students can

- Analyse how a simile and Jonathan's change of feeling make the Count seem less than human
- Explain how a first-person journal makes a frightening sight harder to dismiss
- Write a concept-led What–How–Why paragraph about the Count on the castle wall

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on Lesson 5 and earlier lessons. Students check their answers from the answer slide.	2–3
8–18	Know	Remind the class that the scene is frightening and that any student may step out without needing to explain. Pre-teach "uncanny", "simile", "dehumanise" and "grotesque". Read the short introduction, then the extract aloud while students follow and underline what Jonathan sees and how his feelings change.	4–6
18–28	Apply	Explode the quotation together. Think aloud about the concrete noun "lizard", then students annotate their copy. Before you reveal any notes, students try the four empty boxes on the first explode slide, on their own or after you model one box.	7–8
28–33	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	9–10
33–53	Master	Students write one What–How–Why paragraph starting from a concept, using their level of support in the student booklet. Share the model paragraph in the last five minutes.	11–12
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of the next lesson. Tell students that Lesson 7 is the checkpoint.	13

Do Now answers

1	What does the Count want to learn from Jonathan about the English language?	The English intonation, so that he sounds like an Englishman
2	Which old house near London has the Count bought?	Carfax, at Purfleet
3	Which sounds tell Jonathan that someone is coming to the castle door?	Rattling chains and bolts being drawn back
4	What does the word "boyar" mean?	A nobleman in Eastern Europe
5	What does the Count say he would be "still", even in London?	Master: "I would be master still"

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Vocabulary

uncanny	strange in a way that is frightening and hard to explain
simile	a comparison that uses the word “like” or “as”
dehumanise	to show a person as less than human, like an animal or a thing
grotesque	strange and ugly in a way that disturbs you

Reading

Chapter 3: the Count leaves by the window

Jonathan is now a prisoner in the castle, though the Count still calls him a guest. At night he looks out of a window on the south side, over the moonlit valley. Something is moving a storey below him.

> What I saw was the Count’s head coming out from the window. I did not see the face, but I knew the man by the neck and the movement of his back and arms. In any case I could not mistake the hands which I had had so many opportunities of studying. I was at first interested and somewhat amused, for it is wonderful how small a matter will interest and amuse a man when he is a prisoner. But my very feelings changed to repulsion and terror when I saw the whole man slowly emerge from the window and begin to crawl down the castle wall over that dreadful abyss, face down with his cloak spreading out around him like great wings. At first I could not believe my eyes. I thought it was some trick of the moonlight, some weird effect of shadow; but I kept looking, and it could be no delusion. I saw the fingers and toes grasp the corners of the stones, worn clear of the mortar by the stress of years, and by thus using every projection and inequality move downwards with considerable speed, just as a lizard moves along a wall.
>
> What manner of man is this, or what manner of creature is it in the semblance of man? I feel the dread of this horrible place overpowering me; I am in fear—in awful fear—and there is no escape for me; I am encompassed about with terrors that I dare not think of.

Bram Stoker, Dracula (1897), Chapter 3

Word help **emerge**: come out · **abyss**: a very deep drop · **projection**: a part that sticks out · **semblance**: outward appearance · **repulsion**: strong disgust · **delusion**: something you imagine that is not real

Explode the quotation

Method
A simile. Jonathan compares the Count’s movement to an animal’s, in the plainest words he can find.

Zoom in
The concrete noun “lizard” brings in a cold, quick reptile. Nothing in a nobleman’s life matches it.

“just as a lizard moves along a wall”

Effect
A calm, exact comparison is harder to dismiss than a scream. Jonathan describes what he sees, and that makes it real.

Purpose
Stoker leads readers to Jonathan’s question: “what manner of creature is it in the semblance of man”? The Count looks like a man and moves like something else.

Hinge question

What changes Jonathan’s feeling from amusement to terror?

A. He sees the whole man crawl face down over the drop. **(the right answer)**

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B. He hears the wolves howling below the castle.

C. He sees the Count's face looking up at him.

What the answers tell you

B and C do not use the extract: ask the student to find the sentence that begins "But my very feelings changed". A student who chose C has missed that Jonathan says he did not see the face. These may be your students who start on Securing.

Why the answer is right

Jonathan is amused until he sees "the whole man" crawl down "over that dreadful abyss", and then he feels repulsion and terror.

Master task

How does Stoker make the Count seem less than human in this extract?

Securing the most support

Quotations to choose from

"face down with his cloak spreading out around him like great wings"

"my very feelings changed to repulsion and terror"

"in the semblance of man"

Starters

Stoker presents the Count as a creature in the shape of a man, who moves in a way no human body could. Stoker shows this when Jonathan sees ____, and the ____ (adjective) ____ (word class) ____ suggests ____. Readers feel ____ because ____.

Strengthening some support

Prompts

What: Start from an idea about what the Count is turning into in Jonathan's eyes, not from a quotation.

How: Choose a quotation. Name the method (a simile, an animal image or a change of feeling) and zoom in on one word.

Why: How does Jonathan's feeling change, and what does that do to the reader? Where else in these chapters does the Count show a strength no man has? Think of the handshake that was "more like the hand of a dead than a living man".

Soaring the most challenge

The debate

"In this scene Stoker is more interested in what the sight does to Jonathan's mind than in what the Count is."

Write two paragraphs. In the second, argue against the statement, beginning with "Alternatively".

Model paragraph

What	Stoker presents the Count as a creature that only looks like a man, by letting Jonathan watch a body move as no human body could.
How	Jonathan sees the Count crawl "face down with his cloak spreading out around him like great wings". The simile "just as a lizard moves along a wall" gives a calm, exact picture of an animal's movement. The cold concrete noun "lizard" turns a nobleman into a reptile. Jonathan's own feelings change "to repulsion and terror", so the reader's curiosity turns to fear with him.
Why	Stoker lets us see the Count through a witness we trust, so the horror is hard to dismiss. Jonathan's question, "what manner of creature is it in the semblance of man", leaves us asking whether anything of the man is left.

Exit ticket

The Count seems less than human because Stoker makes Jonathan…

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