

S2 CREATIVE WRITING

Horror

LAYOUT OF THESE SLIDES

- In this presentation you will find three kinds of tasks:

Jotter Tasks

Discussion Tasks

Assignment Tasks

- Jotter tasks are for you to complete on your own.

Discussion tasks require you to post or discuss your work with your teacher and class on Teams.

Assignment tasks should be handed in.



WEEK ONE

WHAT IS GENRE?



Do you know what the word “genre” means?

Genre is a word for the “type” or “category” of a story.

Jotter Task 1

Write down/type as many different genres as you can think of in your jotters. You could start a thread and make a list of these on your class Teams page!

EXAMPLES OF GENRE

- Jotter Task 1 Feedback

Some of the genres you may have come up with might have been:

FANTASY

DETECTIVE

ROMANCE

COMEDY

ADVENTURE

ACTION

HORROR

SCIENCE FICTION

DISCUSSION TASK 1: GENRE TASK

- Stories written in a certain genre often have shared features that help us to see that they belong to that genre.
- In this unit, you are going to learn about features of the **HORROR** genre
- But before we do that, open the “Genre Task” document.

Genre Task Instructions: Read the extracts and see if you can guess which genre they belong to. Write down the words which helped you decide on the genre.

AIMS OF THE UNIT

In this unit, you will...

- learn about some of the key features of the horror genre
- learn how to create characters in horror stories
- learn how to write about spooky settings

We will do all this by reading and watching extracts from successful horror stories.

AIMS OF THE UNIT: SKILLS

- In this unit, you will mainly be working on your writing skills, but you will also need to use your digital literacy and analysing skills.

Why is this useful?

- Being able to write clearly in a genre of your choice will help you to be more aware of different styles of writing and when you need to use them.
- Writing about monsters and ghosts can also be really good fun!

FEATURES OF THE HORROR GENRE

- **Jotter Task 2: What do we expect to see in the Horror genre?**

Write down or type answers to these questions and discuss your answers on your class Teams page! **OR** discuss them with someone at home!

1. (a) Write down a list of your favourite horror stories. These could be books, films, urban legends or graphic novels.
(b) What makes them scary?
2. Where do scary stories usually take place?
3. What kinds of character do you normally find in horror stories?
4. What kinds of things happen in horror stories?

FEATURES OF THE HORROR GENRE

- **Jotter Task 2 Feedback**

From your discussions (at home and online), you will probably have come up with a long list of the kinds of people and places that you might find in horror stories.

- The most common feature of the horror genre is that it has to be **SCARY**
- Some stories may have scary characters in them, others may be **set** in a spooky setting. Others might be set in a normal setting but include frightening events.

JOTTER TASK 3: *THE OTHERS*

- You are now going to watch the trailer to the horror film *The Others*. As you watch it, note down:
 1. Are there any features of the horror genre that you missed in your previous list?
 2. What makes this trailer scary? Can you spot any techniques that are used in horror films to make the story feel scarier to the audience?

<https://www.youtube.com/watch?v=ISch6Fi-q0A>

Discuss your answers on your Teams page!



1. FIGURATIVE LANGUAGE IN HORROR WRITING

- In this section, we will revise figurative language or imagery
- This kind of language uses comparisons to make your writing more lifelike to your reader
- It is used in horror writing to create a frightening atmosphere
- In this section we will learn about **similes**, **metaphors** and **personification**.

FIGURATIVE LANGUAGE – WHAT IS IT?

Literal language

Means exactly what it says

e.g.

She was so scared, her face turned white.

Figurative language

Helps to create a spooky image in the mind of the reader. The example does this by comparing the girl to a ghost.

e.g.

She was so scared, she turned a ghostly white.

SIMILE

- The writer is comparing two things and saying that one thing is **like** something else
- Uses “like” or “as”

Examples:

- “The trees are like prison bars and I just can’t break free”
- Her hands were as cold as ice.
- The moon was like a galleon sailing across the sky.
- The dark night was as black as.....(can you finish this one?)



METAPHOR

The writer is saying that one thing is something else.

Examples of this are:

- The wind was an angry torrent.
- The snow is a white blanket.
- The moonlight was.....(your turn!)



PERSONIFICATION

The writer is giving human characteristics to non-human things. Objects, ideas, places or animals may be given human qualities or perform human actions.

Examples:

“Chilled to the bone **by wind crying** through trees”

“The flames licked at the stumps with a ravenous appetite and the more the darkness thrashed, the more the flames danced with glee”



PERSONIFICATION

“The dying limbs of the trees grabbed at us with their spindly fingers as we moved along”.



Why do you think personification works well in the horror genre?

Discuss your answer on Teams!

2. CREATING CHARACTERS IN HORROR STORIES

- Creating terrifying characters is a great way to make your horror story scary.
- In this section, we will read an extract from *A Monster Calls* by Patrick Ness.

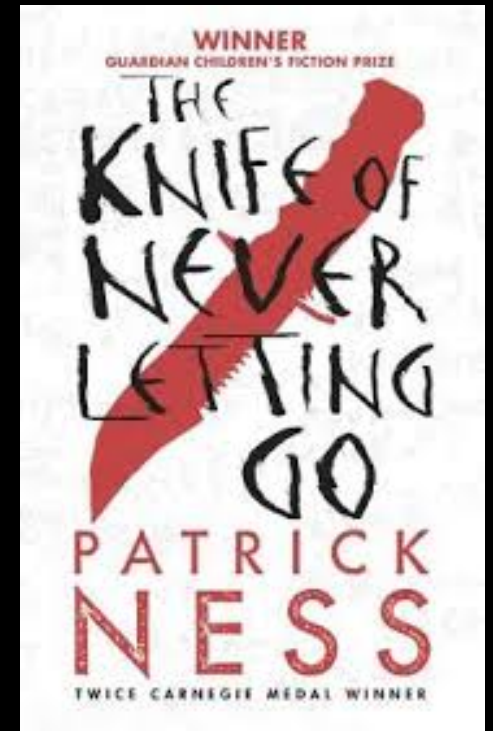
This novel isn't a horror story, but one of the main characters is a monster, who is described in detail in the story.

- We will use this description of a monster to inspire you to create your own monsters.

Author Spotlight

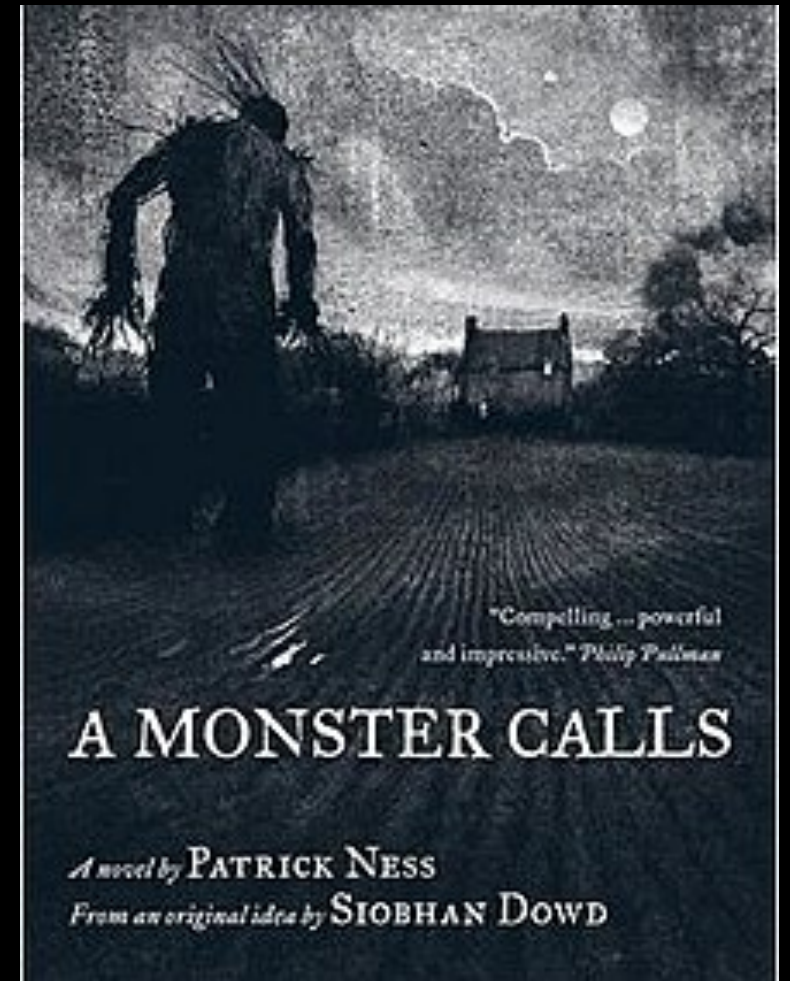
- Young adult fiction novelist (mostly).
- Mostly science fiction.
- Read his stories: if you're looking for something a little bit different.
- Check out the: "Chaos Walking" series

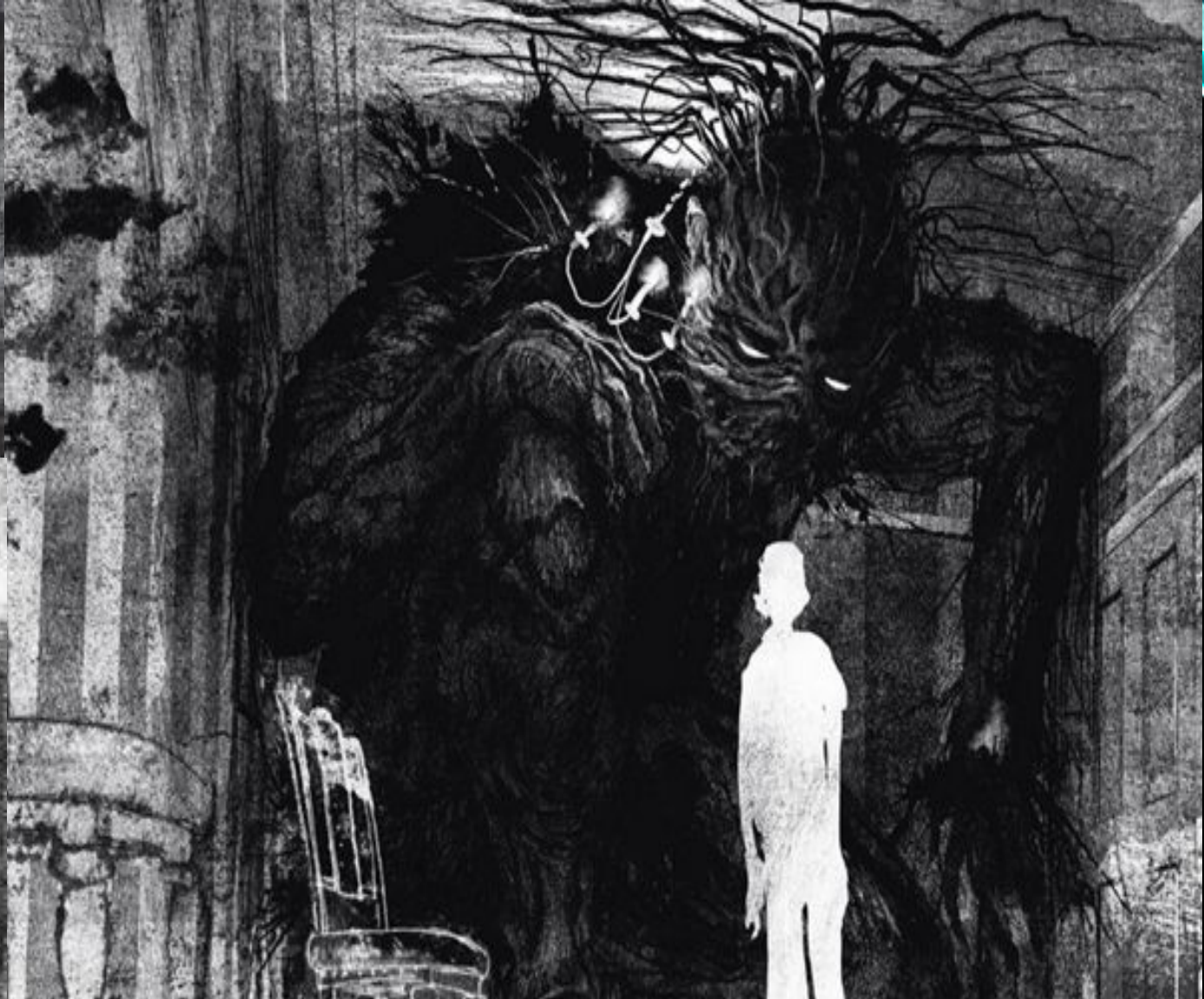
WHO IS PATRICK NESS?



A MONSTER CALLS, BY PATRICK NESS

- Published 2011
- Winner of the Carnegie medal and Greenaway medal in 2012 for story and illustration
- Fantasy novel dealing with loss and trauma, with a terrifying monster...





Conor's Monster: Illustrations from *A Monster Calls*

DISCUSSION TASK 2: A MONSTER CALLS

- Now read the extract from *A Monster Calls*

Write down any examples of imagery/figurative language that you notice.

- In your writing, you should describe what the monster looks and sounds like
Here is one to get you started:

“A whoosh of wind **rushed down the hill** and into his room.”

Post your answers on your English Teams page and discuss with your class and teacher!

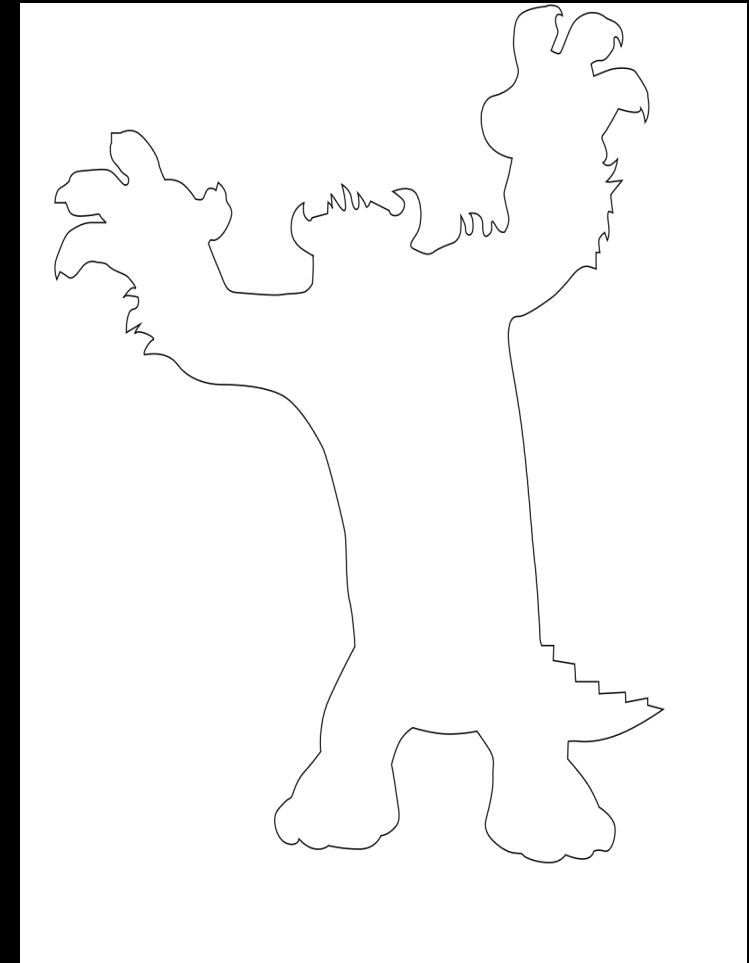
CONOR'S MONSTER

- Jotter Task 4

Draw an outline of a monster and label it with descriptions of Conor's monster's appearance from the text.

Post your favourite description on your class Teams page.

Remember when you copy down "quotes" from a story, you must use "quotation marks"!



CONOR'S MONSTER

- A good written description can make it easy to imagine how terrifying a monster is.
- Extension work - Jotter task 5:

Draw a picture of what you think Conor's monster might look like, using the description in the book and your labelled diagram to guide you.

Feeling brave?

Take a picture of your work and post it on your class Teams page!

IMAGINING CONOR'S MONSTER

- *A Monster Calls* was made into a film in 2016 by director J. A. Bayona.

Now watch this scene which introduces the audience to Conor's monster.

https://www.youtube.com/watch?v=kXuXzmfEW_0&t=64s

- Is the monster what you were expecting? Was Patrick Ness' monster description effective?
Discuss your answer on your class Teams page.



TRANSFORMING MONSTERS

- The idea of an object turning into a monster is one that is used frequently in horror stories.
- The “Weeping Angels” are a type of monster created for the TV series *Dr Who*.
- These monsters look like statues but when their victims look away, they can move and attack
- Watch the clip below to meet a Weeping Angel
- <https://www.youtube.com/watch?v=uQ7A5OKNiko>



THE WEEPING ANGELS

- Jotter Task 6

Choose one of the written tasks from the options below:

1. Describe what happens to the girl, Amy, in the clip we just watched.
2. Describe what a weeping angel looks like and how it moves.
3. Describe how a weeping angel transforms from a statue into a monster and how it creeps up on victims. You may need to describe how the victim behaves to get this right!

ASSIGNMENT 1: CREATE A MONSTER

- Conor's monster in *A Monster Calls* is a transforming monster: it transforms from a tree into a monster.
- Your task to end this week of learning is to create your own **transforming monster**.
- You should describe what your monster looks like, how it transforms and what it does to make it terrifying!

You can also choose to include pictures of your monster as well.

ASSIGNMENT 1: CREATE A MONSTER

Success Criteria

- You should describe what your monster looks like and at least three things that happen when it transforms
- You should describe what your monster sounds like when it moves
- You should proofread your writing and make sure you have used accurate spelling and punctuation
- Extra challenge: can you include at least one example of figurative language, simile, metaphor or personification?

ASSIGNMENT 1: CREATE A MONSTER

- Struggling to think of a monster? Imagine how one of these pictures could transform into a monster!



ASSIGNMENT 1: CREATE A MONSTER

Monster Word Bank

Cool

ancient

deformed

beastly

oozing

Medium

prehistoric

bloodthirsty

vicious

mechanical

Hot

grotesque

savage

hideous

gnarled



WEEK TWO

3. DESCRIBING SPOOKY SETTINGS: USING YOUR SENSES

- Describing the perfect spooky setting can create the perfect atmosphere for a horror story.
- One way to make a setting lifelike is to use your senses when describing it.
- This means you should describe what you can:
 - see
 - hear
 - touch
 - taste
 - and feel



REDRAFTING SETTINGS: CAN YOU CREATE A FRIGHTENING TONE?

“The corridors were empty. There was nobody about and she was the only one there. This made her feel scared and afraid.”

Let's edit this writing to include descriptions of what the victim could hear.

Jotter task 7: Underline or write down any descriptions of sound in this new description.

“The long, empty corridor was a winding tunnel, going on for miles. She walked along it, a solitary figure, her footsteps echoing through the silence. Her heartbeat was a pounding drum and she was certain that had there been anybody close by they would have heard it. Shadows seemed to sweep before her and, with her pulse now racing, she checked over her shoulder to make sure that she really was alone.”

REDRAFTING SETTINGS: CAN YOU CREATE A FRIGHTENING TONE? WORKED EXAMPLE

Jotter Task 7 Answers:

The long, empty corridor was a winding tunnel, going on for miles. She walked along it, a solitary figure, her footsteps echoing through the silence. Her heartbeat was a pounding drum and she was certain that had there been anybody close by they would have heard it. Shadows seemed to sweep before her and, with her pulse now racing, she checked over her shoulder to make sure that she really was alone.

REDRAFTING SETTINGS: CAN YOU CREATE A FRIGHTENING TONE? WORKED EXAMPLE

SPOT THE IMAGERY!

The new passage also includes examples of imagery:

Jotter Task 8: Highlight or write down examples of imagery in the new text.
What kind of imagery is it?

The long, empty corridor was a winding tunnel, going on for miles. She walked along it, a solitary figure, her footsteps echoing through the silence. Her heartbeat was a pounding drum and she was certain that had there been anybody close by they would have heard it. Shadows seemed to sweep before her and, with her pulse now racing, she checked over her shoulder to make sure that she really was alone.

REDRAFTING SETTINGS: CAN YOU CREATE A FRIGHTENING TONE? WORKED EXAMPLE

SPOT THE IMAGERY!

The new passage also includes examples of imagery:

Metaphor

Jotter Task 8: Highlight or write down examples of imagery in the new text.

The long, empty corridor was a winding tunnel, going on for miles. She walked along it, a solitary figure, her footsteps echoing through the silence. Her heartbeat was a pounding drum and she was certain that had there been anybody close by they would have heard it. Shadows seemed to sweep before her and, with her pulse now racing, she checked over her shoulder to make sure that she really was alone.

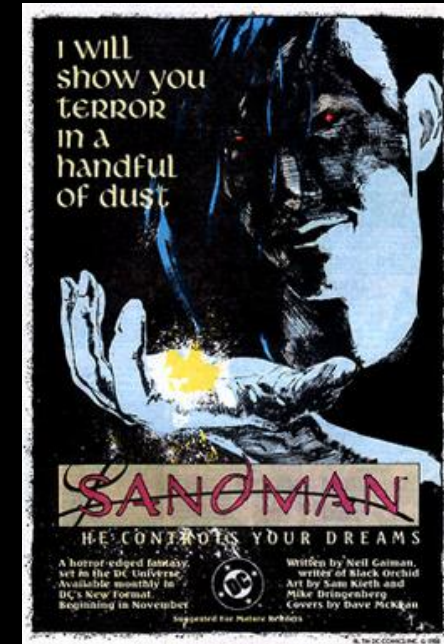
DESCRIBING SPOOKY SETTINGS

- Discussion Task 3
- Now open the “Spooky Settings” file.
- Your task is to rewrite the paragraphs, adding in descriptions using your senses to bring the scenes to life and change them from being **cosy** settings to **frightening** settings.
- Extra challenge: Use imagery in your writing!



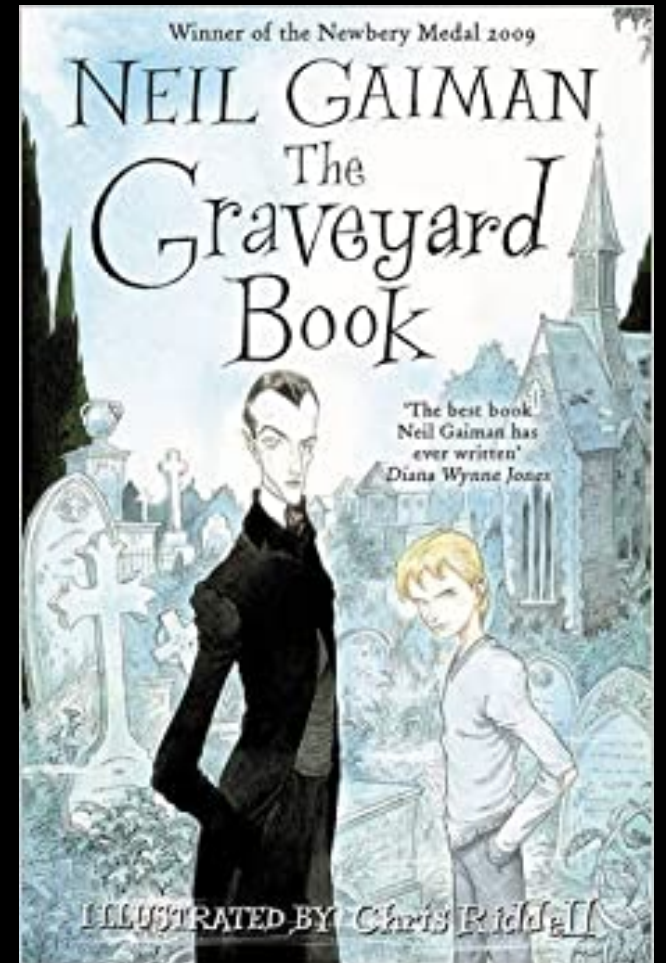
NEIL GAIMAN

- We are going to read an extract from a novel by the British author, Neil Gaiman.
- Neil has written a large number of fantasy novels, some of which you may recognise.
- He even wrote an episode of *Dr Who*!



THE GRAVEYARD BOOK

- *The Graveyard Book* is a story about an orphan who is raised by ghosts in a graveyard.
- The opening of the story firstly describes the setting of the novel and then the main villain (bad guy).
- Now open the file “The Graveyard Book Opening” and read the first few paragraphs of the story. You can listen to the author reading the extra in the **first two minutes** of this link:
- <https://www.youtube.com/watch?v=8Jp6n1xLnvo>



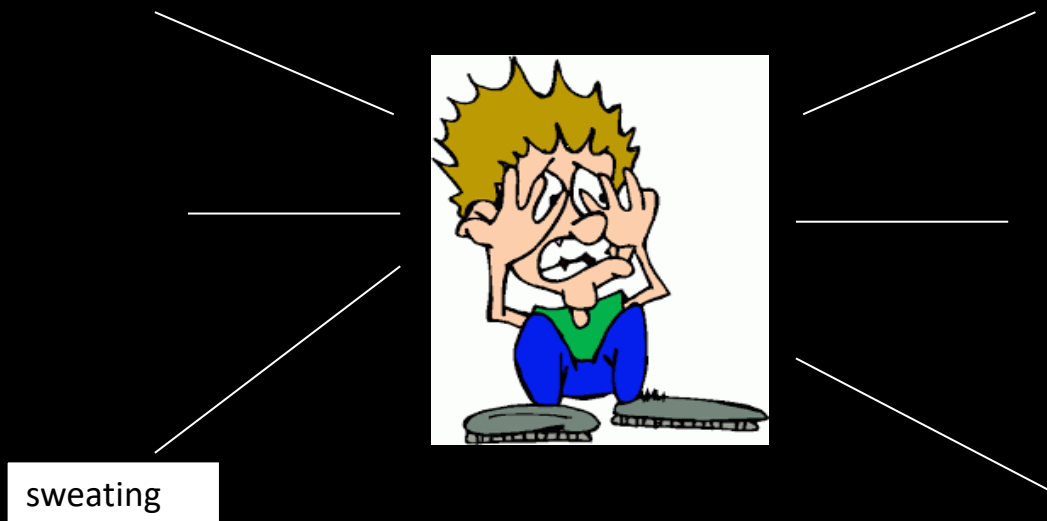
THE GRAVEYARD BOOK: DISCUSSION TASK 4

Write down answers to the following questions and discuss them on your class Teams page.

1. What object in the setting is described first in this scene?
2. What do you think happened in the moments before the story started?
3. Write down **three** things that we are told about the knife.
4. What clues can be found in the text that suggest that the setting is quiet?
5. Write down some descriptions that use the senses? (you are looking for descriptions that suggest sound, something that can be seen, felt, tasted or smelled)

4. DESCRIBING FEAR

- Describing a character's reaction to being afraid is another technique used to make horror stories **tense** and **scary**.
- Jotter task 9:
Create a mind map in your jotters (or on paper), writing down all the things that can happen to you when you feel afraid. Discuss your answers on Teams!



BRINGING IT ALL TOGETHER

- Jotter Task 10:

You are going to watch a video of someone running through a spooky forest. Watch the clip and imagine what it would be like to be the runner.

<https://www.youtube.com/watch?v=Xxy-ZY7Pwqw>

- what can you see?
- what can you hear?
- what can you smell?
- how do you feel? Does this change as you carry on running?

Write 1-2 paragraphs to describe this run through the woods.

Feeling brave? Share your work with your class on Teams!

FINAL TASK

- For your final task in this unit of work, you are going to write a short piece of creative writing based on the legendary Edinburgh murderers,

Burke and Hare

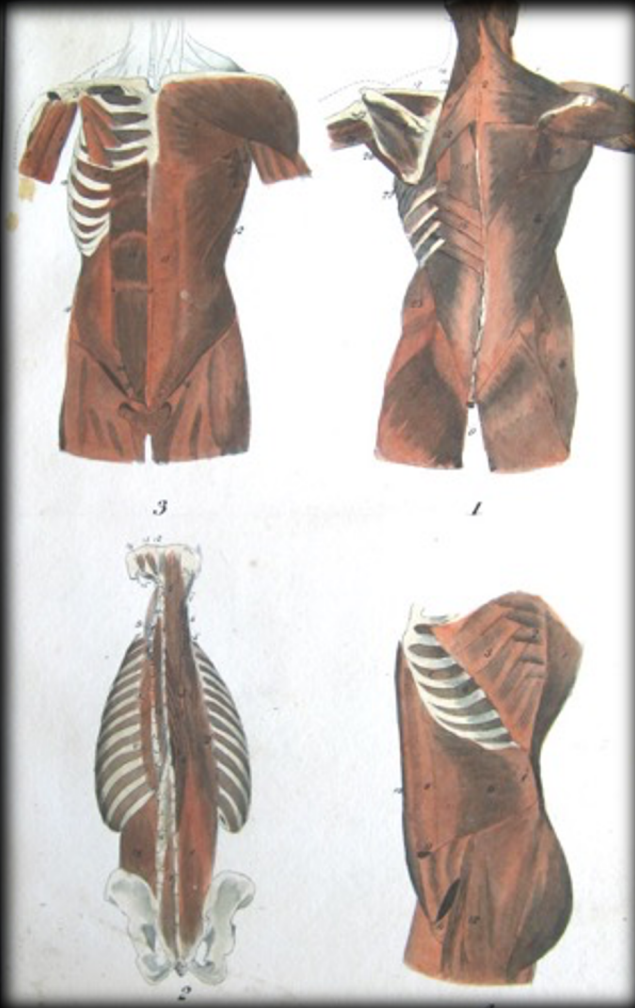


HOW DO YOU BECOME A DOCTOR?



Go to medical school, of course!

But in the 1700s and 1800s, learning how to become a doctor was very different to modern day university study.



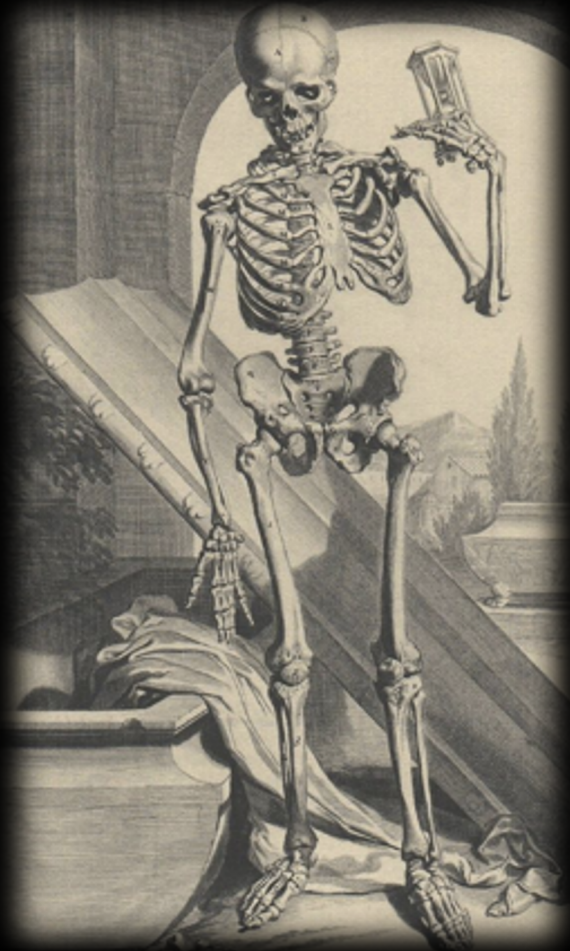
Anatomy became an important part of medical study from the 1750s.



Teachers in medical schools needed to provide corpses (cadavers) so their students could study anatomy.



WHERE DID THE CORPSES COME FROM?



Nowadays, people can make arrangements to donate their bodies to medical schools after they have died, but in the 1700s, this was considered **shameful**.

So where did medicals get their corpses from in the past?

WHERE DID THE CORPSES COME FROM?



Criminals!

After public executions, criminals' bodies were often donated to medical schools.

UNIVERSITY OF EDINBURGH ANATOMY LECTURE THEATRE



Edinburgh's medical school became very popular in the early 19th century. This was great for the city, but....

More corpses were needed for dissection.



Corpses began to become valuable.



Grave robbing became popular!



BODY SNATCHERS!



Some individuals began to make a living out of stealing freshly buried corpses from graveyards.

STEALING BODIES



Body snatchers could be paid up to £10 for a body.

How much do you think this would be worth now?

DISCUSSION TASK 5

- Now look at the “Stop the Body snatchers” document. This lists five strategies you could use to keep a body safe from being dug up by grave-diggers in 19th Century Edinburgh.
- Only one of techniques was not used. Can you guess which one?
- Rank the techniques in order of **Most effective (1)** to **Least effective (5)**
- Discuss your answers in your class Team.

THE BURKE AND HARE STORY

- Now watch this video of the Burke and Hare story:

<https://www.youtube.com/watch?v=C-LcB8R2F7o>

JOTTER TASK 10: BURKE AND HARE QUESTIONS

Answer the following questions on paper or on a device. You should be prepared to go through the answer with your teacher on Teams.

1. What did “body snatchers” do and why?
2. How much did Dr Knox pay Burke and Hare for their first body?
3. What kinds of people did Burke and Hare choose as their victims?
4. What was the name of Burke and Hare’s last victim?
5. Why were the police and students suspicious of Dr Knox’s medical school?
6. Why was it difficult to prove that Mary Docherty had been murdered?
7. Why was Burke convicted when Hare got away?
8. What happened to Burke?

EXTENSION: CREATIVE TASK

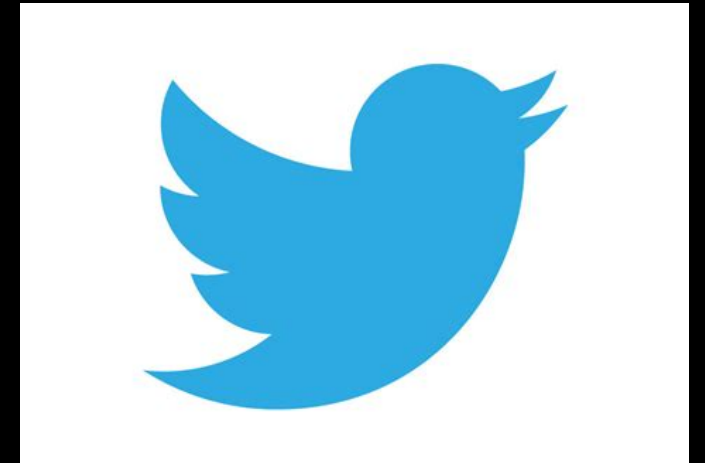
Imagine that Twitter existed in the 1800s

- Write tweets that might have been written at the time on the subject of:

Disappearances around Edinburgh

Students recognising corpses in anatomy sessions

Burke's trial and death
- Post your answers in a new thread on your Teams page!



ASSIGNMENT TASK 2

2L3 Burke and Hare Creative Writing: Final Task

Choose one of the following options:

- A:** Make up a horror story about one of Burke and Hare's victims.
You can tell the story from the victim or the killer's perspective.
- B:** Edinburgh in the 1800s was a very different place: criminals were hung, bodies were dissected publicly, bodies were regularly stolen from graves.
Write a description of this spooky environment,
- C:** Retell the Burke and Hare story in your own words.
- D:** Write a description of Burke or Hare.

Success Criteria

- Your writing is creepy or scary.
- You have used descriptions using the senses: sight/sound/touch/taste/smell.
- You have described your characters and/or their settings.
- You have written in sentences, using correct punctuation.

Challenge criteria: You have included gruesome imagery in your descriptions!

ASSIGNMENT TASK 2

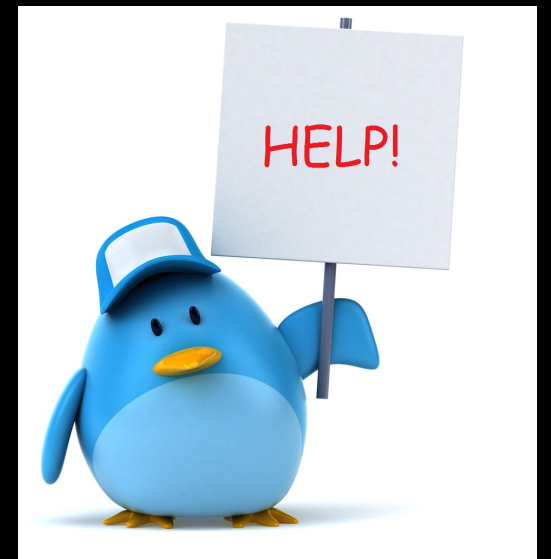
- Need some help?

The document “Burke and Hare Creative Writing_Final Task” has some supporting material to help you to complete option C.

You can complete either the cloze paragraph or use the paragraph planner to help you write your answer.

- Need more help?

Contact your teacher via email or on Teams!



BONUS TASK: ILLUSTRATION

- As we saw when we looked at *A Monster Calls*, illustrations can help make a horror story even more scary.
- Here is a link to a clip of the illustrator, Dave McKean talking about how he illustrates stories. Dave McKean often works with Neil Gaiman on his graphic novels, but in this clip, he is talking about illustrating the science fiction novel *I am Legend*.
- <https://www.youtube.com/watch?v=NHxMhloTmb0>
- As an extra challenge, think about how you could use illustrations to enhance your final piece of writing on Burke and Hare.

