

The Body Snatcher- Gothic Storyboard

Pre-Show Activity

Drawing Key Moments

Goals:

- Students will examine common themes in Gothic literature.
- Students will explore Gothic literature structure.
- Students will create their own Gothic story outline

NOTE: This activity has been aligned with TEKS and [Universal Design for Learning](#). TEKS can be found at the end of this document.

Materials Needed

- Gothic storyboard template (digital or paper).
- Computer, tablet, or pencil/paper.
- Access to Gothic literature overview (slideshow, website, or read-aloud excerpt).
- Optional: art supplies, audio recording tools, or performance space.

Introduction

- Present students with a slideshow, read-aloud, or short video about Gothic elements. Show images of Gothic architecture or book covers
- Use the slideshow on the ReSourced website, or use this [website](#) for more information and detail
- Artful Thinking Routine – See / Think / Wonder
 - What do you see?
 - What do you think is happening?
 - What do you wonder about Gothic stories / style/ art?
- Ask students for examples of Gothic literature that they may be familiar with (*Frankenstein*, *Jekyll & Hyde*, *Dracula*, etc)

Notes for UDL alignment: Provide key vocabulary with visuals. Offer both text and audio/video introductions. Allow students to record or sketch their responses. They may contribute verbally, via sticky notes, or digital postings during discussions

Create a Storyboard

- Divide your paper into 8 panels. In each panel, draw a scene and write a few sentences or dialogue that show important parts of your story.
 - **Panel 1: Setting:** Where does your story take place? Describe the eerie or mysterious location.
 - **Panel 2: Character:** Who is your main character? What makes them mysterious or troubled?
 - **Panel 3: Mood:** What is the atmosphere like? Is it dark, gloomy, or suspenseful?
 - **Panel 4: Conflict:** What strange or supernatural event begins to happen?
 - **Panel 5: Rising Action:** How does your character react? What mysterious clues do they find?
 - **Panel 6: Climax:** What is the scariest or most intense moment?
 - **Panel 7: Resolution:** How does the story end? Is the mystery solved, or left unanswered?
 - **Panel 8: Reflection:** What gothic theme or message does your story convey?

Notes for UDL alignment: Students may draw, write, use symbols, or create digital panels. Have sentence stems and visual examples available for scaffolding. Provide an option for oral storytelling (recorded or live) instead of drawing/writing.

Reflection and Sharing

- Students present their storyboards in pairs, small groups, or as a gallery walk.
- Facilitate a discussion on what students learned from their explorations of Gothic literature and their own stories.

Notes for UDL alignment: Encourage students to share in pairs, small groups, or through written reflection to offer varied ways of participating.

Optional Writing and Performance Activities

- Have students fully write their story- either in narrative or script form.
- Working in groups, students can rehearse and present their stories.

Notes for UDL alignment: Encourage students to present their interpretations of scenes through various forms, such as video performances, visual art, or written reflections. This diversity can help cater to different strengths and preferences.

Gothic Storyboard Template

Use phrases, pictures, sketches, etc to illustrate each panel

Setting: Where does your story take place? Describe the eerie or mysterious location.
Character: Who is your main character? What makes them mysterious or troubled?
Mood: What is the atmosphere like? Is it dark, gloomy, or suspenseful?
Conflict: What strange or supernatural event begins to happen?
Rising Action: How does your character react? What mysterious clues do they find?
Climax: What is the scariest or most intense moment?
Resolution: How does the story end? Is the mystery solved, or left unanswered?
Reflection: What gothic theme or message does your story convey?

TEKS

Fine Arts- Theatre, Middle School

Level I- 3(A)- create character, environment, action, and theme collaboratively through the safe use of props, costumes, and visual elements

Level II- 2(D)- create stories collaboratively and individually that have dramatic structure;

Level III- 2(C)- create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively

Fine Arts- Theatre, High School Level I-IV

Level I-II- 2(F)- create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

Level III- 1(D)- analyze and evaluate dramatic structure and genre

Level IV- 2(E)- create individually or devise collaboratively imaginative scripts and scenarios.

English Language Arts and Reading, Middle School

7(D)- analyze and explain how the setting, including historical and cultural settings, influences character and plot development.

8(A)- demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths

11(A)- compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

English Language Arts and Reading, High School- English I-IV

7- The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts

10(A)- compose literary texts such as fiction and poetry using genre characteristics and craft

English I- 6(D)- analyze how the setting influences the theme.

English II- 6(D)- analyze how historical and cultural settings influence characterization, plot, and theme across texts.

English III/IV- 6(D)- analyze/evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.