



NYSFERATU: Symphony of a Century

ESOL Film & Writing Workshop Curriculum

Developed by More Art, Commissioned Artist Andrea Mastrovito,
with Turning Point ESOL Instructor Maritza Arrastia

Essential Questions:

- Why do people move from one place to another?
- What do people bring with them when they move?
- What do people leave behind when they move?
- What welcomes you (or awaits) at this new place?

Vocabulary:

- Journey
- Vampire
- Mythology
- Monster
- Cinema/film/moving image
 - Setting
- Silent film
- Intertitle

1 Week Before Workshops Begin:

- Select Scenes and storyboard from book and screen caps, Andrea's drawings
- Workshop Outline/lesson plan
- Prepare visual materials

Workshop 1: Introduction to Nosferatu

Class Introduction

Introduction to the film (15 min)

- History of film / of book
- Original story - Bram Stoker's Dracula
- How it was perceived at the time?
- What was the film's legacy in cinema and Dracula mythology?



In-class discussion questions:

- Have you seen or heard of Nosferatu /dracula?
- Are you familiar with the vampire/dracula mythology? In popular culture?

Screening of Act 1 of Nosferatu (<https://www.youtube.com/watch?v=dCT1YUtNOA8>)

Group discussion: Part 1 (15 min)

- What happened in the movie?
- What do you think happens next?
- Who is (what is) the vampire?
- Do you have a similar myth/story in your culture?

NYSferatu Introduction

- Artist Andrea Mastrovito will introduce his project NYSferatu to the group.

Screen Trailer for NYSferatu: A Symphony of a Century
(<https://vimeo.com/191849463>)

More Art is working with Andrea Mastrovito to create NYSferatu, an ambitious public art project that combines film, music, and community engagement to create a powerful and poignant statement about immigrant rights in today's world. As the refugee crisis worsens and xenophobia reaches an even higher pitch, NYSferatu draws a parallel between unfounded fears and nationalistic attitudes. The story of Dracula - depicted in NYSferatu - is historically told from the perspective of the insider and never of the other. NYSferatu flips the script, creating a platform for our immigrant neighbors to tell the story of how xenophobia affects them and how common perceptions are all too often harmfully inaccurate.

Group Discussion Part 2

- What is the connection between Nosferatu (the story) and New York City today?
- What do you recognize or notice is about this setting?
 - Freedom tower, Statue of Liberty, Ellis Island
- Do you recognize New York?



Lesson Goals:

- Students will be introduced to the film *Nosferatu* and Andrea Mastrovito's contemporary adaptation *NYSferatu*
- Students should start to think about the broad themes of *Nosferatu*/*NYSferatu*
 - *Themes: Journey, travel, unknown, fear, home (changing what has existed//making current-Mastrovito themes)*
- Think about what the vampire might represent in both films

Preparation for next class:

- Bring in any ephemera about *Nosferatu*, *Dracula*, vampires, monsters in native cultural traditions, family stories, or pop culture
- Short writing assignments help to start to think about the film's themes
- *Homework writing prompt:* Describe a journey or trip you have taken. (3-5 sentences)

Total Class Time: 125 minutes

Workshop 2

Check-in discussion

- What did we do last week?
- *Homework writing prompt:* Describe a journey or trip you have taken. (review 3-5 sentences)
- What did you find interesting about *Nosferatu* and *NYSferatu*?
- How do you think the story will continue?

Brief summary of Act 1

Screen *Nosferatu* Act II (Time 23:05-39:19)

Film Discussion Questions:

- Why did Hutter decide to travel to *Nosferatu*/Count Orlok? motivations
- How is Hutter's journey to the Castle?



Screen Act III (39:19-57:25)

Film Discussion Questions:

- How do you communicate to family and loved ones who are far away?
- Do you stay connected with news from home? How do you stay connected with the news from home?
- How is the journey from one place to another? How long?

Writing activity:

How would you write from a character's perspectives?

- As Nosferatu/Count Orlok
- As Hutter
- As Ellen
- Can be short letters (Dear.....)

Screen scenes from Mastrovito's NYsferatu. (Is this available?)

- Why do you think NYsferatu is updated to current NYC?
- What's the connection between the two?
- How is the story maintained? How is it changed?
- How would you change the sub/inter/titles?

Preparation for next class:

Show a few examples of title cards (15 min)

Lesson Goals:

- Identify broad themes from Nosferatu
- Begin writing from a character's perspective
- Practice vocabulary words

Total Time: 120 minutes



Workshop 3

Check in:

Review: what happened last week?

Where did the story left off?

Screen Act IV (57:25-1:11:10)

Screen Act V (1:11:10-1:28:00)

Group Discussion:

- What might the vampire represent? (symbolically?)
- Is this film successful?
- How did the films aesthetic (silent and black & white) influence your experience of it?
- How would you change Nosferatu's story? The ending?
- How would you re-write the title cards?

Workshop 4

Review Act III.

From Andrea/Micaela: In our workshops we should be able to rewrite the meanings of all this 5 points, focusing on the idea of leaving home (1), going back home (2), waiting for any news from relatives who're in travel and danger (4), blind exploitation of immigration (3) and an external point of view on what's happening in the world today (2).

- Review re-written title cards.
- Continue work on re-writing title cards.
- Finalize title cards and translations.

Visual examples (format):

- Specifically the Vampire Book and the Documents diary of Empusa.
- Letter written by Hutter to Ellen and newspapers/edict about the plague.



- Andrea's Drawings
- Intertitle samples and format

Curriculum development questions:

1. Will the entire group participate in writing each title cards?
2. Or will they be broken into different groups?
What will they write the title cards on?
3. How many in total will there be?: 75-100 cards (1-3 sentences each)

Possible formats:

1. Writing on index cards (in-class or homework?)
2. In-class writing on chalkboard

Classroom Questions:

- What does Nosferatu/vampire symbolize in the movie? In today's culture?
- What is the connection between Nosferatu and contemporary New York City?
- What does it mean to be an immigrant?
- Who is a good (wanted) immigrant vs bad (unwanted) immigrant in American culture? What is the difference?
- How do you communicate to family and loved ones who are far away?
- Do you stay connected with news from home? How do you stay connected with the news from home?
- How is the journey from one place to another?
- What is the economy's role in people's movements/migration?
- Nosferatu can be seen as symbolizing fear, terrorism, threat, shadows, violence, illness, disease.
- Sacrifice: Ellen offered herself up in order to vanquish Nosferatu, among immigrants it's common to leave close family members and relatives behind



Useful links:

<http://www.popmatters.com/review/176873-nosferatu-by-f.w.-murnau/>

<http://mentalfloss.com/article/84080/11-nightmarish-facts-about-nosferatu>

<http://www.rogerebert.com/reviews/great-movie-nosferatu-1922>

<https://www.theguardian.com/film/2013/oct/24/nosferatu-eview>

<http://www.nytimes.com/1993/04/02/movies/critic-s-notebook-nosferatu-the-father-of-all-horror-movies.html?pagewanted=all>

<http://www.tcm.com/this-month/article/437%7C0/Nosferatu.html>