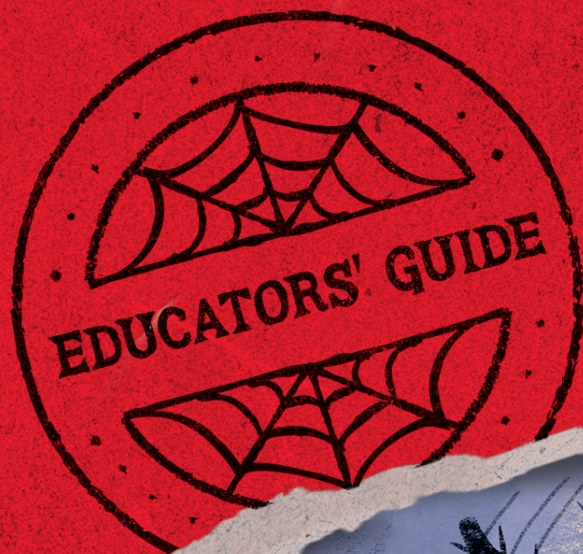


# HANGING WITH VAMPIRES

A TOTALLY FACTUAL FIELD GUIDE TO THE SUPERNATURAL

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*Illustrations by Lilla Bölec*



## Common Core Connections

*Hanging with Vampires* is a funny (and factual) handbook, complete with enchanting illustrations and engaging activities, and is perfect for middle grade readers and mythology fans. This curriculum guide, with connections to the Common Core, includes an array of language arts activities, book discussions, vocabulary instruction, and more to accommodate the learning needs of most students in grades 4-7. Students are asked to be careful readers without jeopardizing the fun of reading this fang-tastic book.

Noted throughout the guide are correlations between the discussion questions and activities and specific Common Core Language Arts Standards. For more information on specific standards, visit the Common Core website at [www.corestandards.org](http://www.corestandards.org).



# BLOODCURDLING DISCUSSION QUESTIONS

Before reading *Hanging with Vampires*, increase motivation and activate prior knowledge for increased comprehension by asking your class these prereading discussion questions.

- Describe (or draw) the images you think of when you hear the word *vampire*.
- What do you already know about vampires?
- How did you gain your knowledge about vampires?
- Name as many vampires from TV, film, and literature as you can.
- Do you believe vampires are real? Why or why not?

After you've completed *Hanging with Vampires*, use the following discussion questions to extend learning and foster classroom dialogue.

- What are some characteristics and attributes that most vampires share?
- If you were a vampire slayer, what would you include in your vampire fighting toolkit?
- Compare and contrast two different vampire origin stories found in *Hanging with Vampires*.
- In what ways do TV, film, and literature shape our views of what vampires look and act like?
- What are some of the myths that have led people to believe that vampires are (almost) immortal?
- Which vampire myth, legend, or story is your favorite? Why?
- Do you think that stories of vampires bring anything positive to the world? If so, identify what. If not, explain why.
- How did the genre of gothic literature add to vampire lore?
- What influences changed the public's perception of vampires over the years?
- Name three different vampires (or other supernatural beings from the book) from different parts of the world, and how their cultures influenced their legends.
- Choose a vampire from any of the books, TV shows, or movies featured in *Hanging with Vampires*. Give a detailed description of the vampire's physical characteristics, personality traits, and interactions with humans.
- Using specific examples from *Hanging with Vampires*, what should you do if you come in close contact with a vampire?
- Has your opinion on whether vampires are real or not changed since you read *Hanging with Vampires*? Why or why not?
- Historically, why have most vampires been depicted as white men?
- Why is it important for people from different groups—including races, ethnicities, genders, sexualities, and abilities—to be represented in media such as vampire stories?

**THE BLOODCURDLING DISCUSSION QUESTIONS ADDRESS THE FOLLOWING COMMON CORE STATE STANDARDS FOR READING LITERATURE:**

## *Reading Literature* *Key Ideas and Details*

Grade 4 – RL.4.1-3  
Grade 5 – RL.5.1-3  
Grade 6 – RL.6.1-3  
Grade 7 – RL.7.1-3

## *Craft and Structure*

Grade 4 – RL.4.4-6  
Grade 5 – RL.5.4-6  
Grade 6 – RL.6.4-6  
Grade 7 – RL.7.6

## *Integration of* *Knowledge and Ideas*

Grade 4 – RL.4.9  
Grade 5 – RL.5.9  
Grade 6 – RL.6.9  
Grade 7 – RL.7.9

## *Range of Reading Level* *of Text Complexity*

Grade 4 – RL.4.10  
Grade 5 – RL.5.10  
Grade 6 – RL.6.10  
Grade 7 – RL.7.10

# FANG-TASTIC LANGUAGE ARTS ACTIVITIES

## *Bloodsucking Tales*

As you learned in *Hanging with Vampires*, vampires have been the subject of stories for hundreds of years. Have students make a comic strip that is inspired by one of the vampires or other supernatural creatures featured in the book. Ask them to use inspiration from the book as well as traditional comic strip elements such as illustrations, speech bubbles, and captions. Collect and publish all the comics in a class graphic novel.

## *Stake Out*

There have been accounts of people encountering vampires since before news outlets existed. Have students pretend they are investigative journalists tasked with reporting on a modern-day vampire encounter. They can write a traditional newspaper article or create a TV newscast, podcast, or vlog. Encourage them to act like real journalists by asking and answering who, what, where, when, and why questions, writing catchy headlines, and combining facts from the book with made-up quotes they believe witnesses would say to a real reporter. Invite students to share their news reports with the class.

## *Count Venn-ula*

It's clear from *Hanging with Vampires* that there are both similarities and differences between humans and vampires. Have your students create Venn diagrams that highlight these traits. Ask them to draw two large circles that intersect with each other to form a space in the middle. Above the left circle, ask them to write the word "Vampires" and a few things only associated with vampires. Above the right circle, have them write the word "Humans," and list strictly human attributes. In the middle, write things humans and vampires have in common.

## *Fang-Worthy Facts*

There is a lot of interesting information about vampires and other bloodsuckers presented in *Hanging with Vampires*. Have your students go back through the book and pick out three interesting facts about vampires and write each of them on a large index card. Have them decorate the index cards with images associated with vampires, and hang them around your classroom for spooky-yet-informative decor.

## *Terrible Transformation*

Ask your students what they imagine would happen to them if they got bitten by a vampire. Have them draw and label their vampire selves and then, using what they learned from *Hanging with Vampires*, write at least five bullet points about their new vampire abilities, habits, and activities. Invite students to share their creations with the class.

## *Blood-Curdling Quotes*

The author of *Hanging with Vampires* opens each chapter with a quote from a famous work of art about vampires. Ask your students to choose one of these quotes and find out more about it. Have them look up the book, play, TV show, or movie the quote is from, read or watch it in its original context, and write a paragraph or two on how the quote relates to vampires.



# FANG-TASTIC LANGUAGE ARTS ACTIVITIES CONTINUED

## *Lights, Camera, Bite!*

Ask students to pick one of the bloodsuckers from Chapter 4 of *Hanging with Vampires* and then have them write a script for a one-scene TV show or movie about it. Encourage students to study the unique attributes of the supernatural being they chose, consider the culture the creature originated from, and be inspired by its backstory. As a class, talk about some of the elements a script should include: character description, dialogue, and stage directions. Have students cast their scenes, record them, and hold a premiere party where they screen their creations.

## *Just Slay It!*

*Hanging with Vampires* gives a lot of tips on what to do if you ever find yourself face-to-face with a bloodsucking supernatural being. Using what you learned from the book, have your students create posters with tips on how to survive a vampire attack. Encourage them to use drawings, labels, and phrases that will help educate potential victims about things like how to spot a vampire, a vampire's strengths and weaknesses, and how to fight (and beat) one. Hang the posters in the hallways and bathrooms around your school—you never know who might need this information one day!

## THE FANG-TASTIC LANGUAGE ARTS ACTIVITIES ADDRESS THE FOLLOWING COMMON CORE STATE STANDARDS:

### WRITING:

#### *Text Types and Purposes*

Grade 4 – W.4.1-3e  
Grade 5 – W.5.1-3e  
Grade 6 – W.6.1-3.e  
Grade 7 – W.7.1-1c, 2-2d, 3-3e

#### *Production and Distribution of Writing*

Grade 4 – W.4.4-6  
Grade 5 – W.5.4-6  
Grade 6 – W.6.4-5  
Grade 7 – W.7.4-6

#### *Research to Build and Present Knowledge*

Grade 4 – W.4.7-9b  
Grade 5 – W.5.7-9b  
Grade 6 – W.6.7-9  
Grade 7 – W.7.7-9a

#### *Speaking and Listening Comprehension and Collaboration*

Grade 4 – SL.4.1-2  
Grade 5 – SL.5.1-1d  
Grade 6 – SL.6.1-2  
Grade 7 – SL.7.1

#### *Presentation of Knowledge and Ideas*

Grade 4 – SL.4.4-6  
Grade 5 – SL.5.4-5  
Grade 6 – SL.6.4-5  
Grade 7 – SL.7.4-5

# BLOODTHIRSTY VOCABULARY

Review this list of vocabulary words found throughout *Hanging with Vampires*. First ask students if they can guess the words' meaning by rereading each word in the context of the book. Then have them use dictionaries to check their answers and/or define the word. Also, have them use each word in a sentence of their own. Since there are so many vocabulary words, you may choose to review these words over a few class periods and assign some for homework. You can also use them for your weekly list, daily word study, or synonym and spelling exercises.

## Introduction

sheer  
keen  
bone-chilling  
field guide  
hypothetical  
supernatural  
stalks  
legend  
lore  
transcend  
phenomenon  
deemed

consume  
hypnotize  
hematophagous  
medieval  
banshee  
poltergeists  
reflected  
decay  
shrivels  
depicted  
equipped  
reflexes  
nocturnal  
perceptions  
radiation  
vary

pungent  
anti-inflammatory  
antimicrobial  
antioxidant  
allicin  
repellent  
fragrant  
rituals  
cleansing  
purification  
clergy  
impure  
arsenal  
bizarre  
improbable  
impales  
pesky  
spritz  
hydrated  
spontaneously  
combust  
begone  
ward off  
scenario  
nemesis  
lure  
metaphorically

revenant  
vanishes  
drained  
variety  
connoisseurs  
context  
renaissance  
Dark Ages  
agricultural  
devastation  
origin story  
brutal  
iron fist  
vowed  
conqueror  
prominence  
plagues  
bacteria  
transmitted  
vaccines  
milkmaids  
cowpox  
smallpox  
inoculated  
immune  
accurate  
tuberculosis  
amuck  
decomposition  
hysteria  
sickle  
globe-trotting  
composting

burial  
transported  
jujube seeds  
glutinous  
forelimbs  
livestock  
coined  
firefly  
keyholes  
malaria  
omen  
mortar  
bloodshot  
replica  
lair  
amulets  
urine  
entrails  
appreciated  
rabies

## Chapter 1

voyage  
psychic  
brooding  
velvety  
fangs  
established  
cemented  
collective  
donned  
retelling  
reunited  
corpse  
menacing  
behold  
distinct  
bloodsucking  
affinity  
shapeshifting  
immortal  
traits  
retractable  
pharyngeal  
solenoglyphous  
venom

sorcery  
settlement  
suburban  
memorabilia  
casket  
hexagonal  
hinged  
homeland  
native  
quirky  
preyed  
hotspot  
Chupacabra  
insatiable

## Chapter 2

trance  
vulnerable  
portrayed  
virtue  
decapitated  
folklore  
stake  
pierce

## Chapter 3

speculate  
myth  
wrath  
cruelty  
devouring  
doom  
downfall  
sexist  
exhumed  
adapted  
cultural

## Chapter 4

craves  
qi  
dynasty  
talisman  
backstory

## Chapter 5

venture  
spoilers  
swooped  
encyclopedia  
detailed  
attempting  
seduce  
genre  
gothic  
reign  
bleak  
dreary  
proposed  
philosopher  
advocate  
nobleman  
coincidentally  
oath



# BLOODTHIRSTY VOCABULARY CONTINUED

tragically  
charismatic  
penny dreadful  
installments  
novella  
queer  
bedchamber  
deceased  
stigma  
persists  
grieving  
anagrams  
baron  
tomb  
companion  
overshadowed  
bloodletting  
leeches  
tyrannical

infamous  
transfusions  
canine  
unconscious  
gash  
plunges  
mortal veil  
epistolary  
blueprint

## *Chapter 6*

reckoned  
demeanor  
platelets  
plasma  
circulatory system  
sloshing  
iconic

auction  
commanded  
mesmerizing  
epidemic  
manufactured  
shuffle  
contagious  
protruding  
subgenre  
emerged  
underbelly  
agility  
stamina  
wielded  
halted  
vying  
mockumentary  
eternal  
rivalries

predecessors  
misrepresented  
critiques  
inclusion  
LGBTQ+  
representation  
thematically  
gentrification  
residents  
figuratively

## *Conclusion*

possess  
relevant

**After your class is familiar with the vocabulary list, invite them to choose twenty to twenty-five words, and use them to write their own narrative starring a vampire or other supernatural being.**

## **THE BLOODTHIRSTY VOCABULARY ADDRESS THE FOLLOWING COMMON CORE STATE STANDARDS FOR LANGUAGE:**

### *Conventions of Standard English*

Grade 4 – L.4.1-2  
Grade 5 – L.5.1-2  
Grade 6 – L.6.1-2  
Grade 7 – L.7.1-2

### *Knowledge of Language*

Grade 4 – L.4.3  
Grade 5 – L.5.3  
Grade 6 – L.6.3  
Grade 7 – L.7.3

### *Vocabulary Acquisition and Use*

Grade 4 – L.4.4-6  
Grade 5 – L.5.4-6  
Grade 6 – L.6.4-6  
Grade 7 – L.7.4-6

# TEST YOUR VAMPIRE IQ

After you finish *Hanging with Vampires*, answer these questions about the fangs and folklore you read about in the book.

1 SOME VAMPIRES HAVE \_\_\_\_\_ FANGS.

- A. porcelain
- B. retractable
- C. wooden
- D. razorblade



2 IF YOU FIND YOURSELF FACE-TO-FACE WITH A VAMPIRE, YOU SHOULD GRAB:

- A. a wooden stake
- B. holy water
- C. garlic bread
- D. any or all of the above

3 VAMPIRES NEED TO BRING \_\_\_\_\_ WITH THEM WHEN THEY TRAVEL.

- A. an amulet
- B. dirt from their homeland
- C. wooden stake repellent
- D. sunglasses

4 YOU CAN USUALLY FIND A VAMPIRE SLEEPING IN A:

- A. cave
- B. casket
- C. coffin
- D. castle

5 COMMON CHARACTERISTICS OF A VAMPIRE INCLUDE THE FACT THAT THEY ARE USUALLY:

- A. old and friendly
- B. attractive and chivalrous
- C. cunning and resourceful
- D. rich and reclusive

6 VAMPIRES ARE GENERALLY HARD TO KILL BECAUSE THEY ARE MOSTLY:

- A. immortal
- B. fast runners
- C. nocturnal
- D. all-powerful



# TEST YOUR VAMPIRE IQ CONTINUED

7

**MOST VAMPIRES DO NOT:**

- A. shapeshift
- B. drink human blood
- C. have dull fangs
- D. have an affinity for bats

8

**VLAD THE IMPALER WAS:**

- A. a fictional character
- B. alive during the Renaissance
- C. a brutal historical figure
- D. raised in captivity by the Huguenots

9

**IF YOU WANT TO FIND OUT IF SOMEONE IS A VAMPIRE, YOU SHOULD:**

- A. invite him over to your house
- B. cover all the mirrors with sheets
- C. shine a flashlight in his eyes
- D. throw holy water on him

10

**WHICH OF THE FOLLOWING IS NOT A FAMOUS VAMPIRE?**

- A. Edward Cullen
- B. Bram Stoker
- C. Count Orlok
- D. Carmilla

ANSWER KEY

1. B; 2. D; 3. B; 4. B; 5. D; 6. A; 7. C; 8. C; 9. D; 10. B



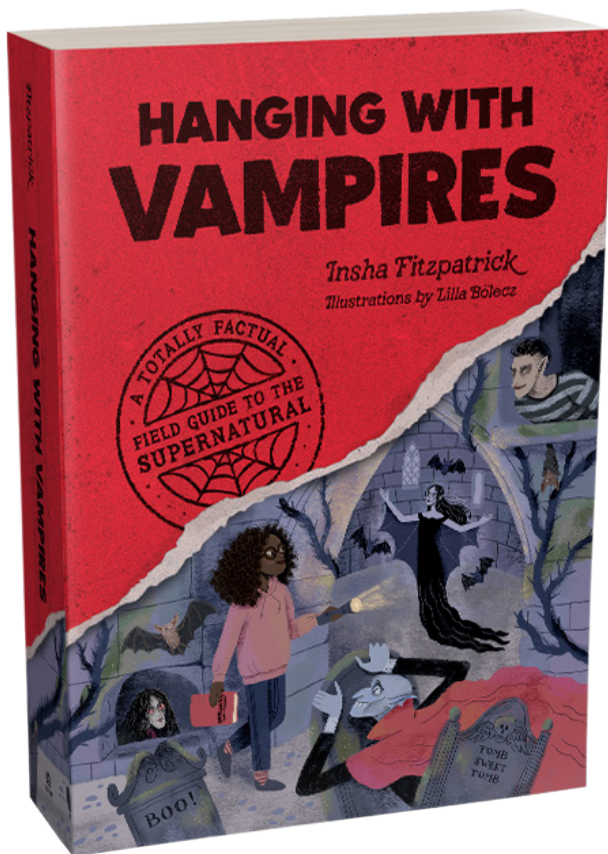
# NAME THAT BLOODSUCKER

Use the clues below to identify the vampire or supernatural being featured in **Hanging with Vampires**.

- 1 The main character of one of the first vampire films, who had a spooky appearance and haunting demeanor. \_\_\_\_\_
- 2 A supernatural being that looks like a firefly and feeds on human blood. It especially likes the blood of children and babies. \_\_\_\_\_
- 3 The first female—and queer—vampire in fiction. \_\_\_\_\_
- 4 An unnamed woman who was suspected of being a witch while alive and rose from her grave as a corpse to attack and drink the blood of the people from her small village. \_\_\_\_\_
- 5 Arguably, the most well-known vampire. First introduced to the world in an epistolary novel.  
\_\_\_\_\_
- 6 The ghost of a woman who dies during childbirth. This creature comes from Malaysian mythology.  
\_\_\_\_\_
- 7 A teenage vampire slayer from TV tasked with fighting supernatural creatures like vampires and demons.  
\_\_\_\_\_
- 8 A shapeshifter with a taste for blood that takes the form of an elderly woman in the day and transforms into fireballs at night. \_\_\_\_\_
- 9 A creature with sightings in places such as Puerto Rico, Mexico, and Texas that feeds on animals like sheep, goats, and coyotes. \_\_\_\_\_
- 10 An incredibly handsome 104-year-old vampire who has an epic and complicated love story with a teenage girl. \_\_\_\_\_

ANSWER KEY  
1. Count Orlok 2. Adze 3. Carmilla 4. Upior 5. Dracula 6. Langsuir 7. Buffy 8. Soucouyant 9. Chupacabra 10. Edward Cullen

# ABOUT THE BOOK



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Ages 8 to 12 • Grades 4 to 7

**DISCOVER EVERYTHING ABOUT VAMPIRES IN THIS LAUGH-OUT-LOUD NONFICTION HANDBOOK PACKED WITH SPOOKY LEGENDS, FASCINATING HISTORY, AND WEIRD FACTS PERFECT FOR MIDDLE-GRADE READERS AND MYTHOLOGY FANS!**

Are vampires real? Who was Vlad the Impaler? Do vampire bats ever feed on humans? Find out in *Hanging with Vampires*, a field guide for the curious and the adventurous. Crack open the lid on this guide, and you'll get:

- Bloodcurdling vampire mythology! What exactly is a vampire, anyway?
- Spine-chilling history and science! Uncover how the vampire legend got its start in the medieval ages.
- A who's who of vampires! Get to know classic, iconic, and terrifying vampires in pop culture, from *Dracula* to *Adventure Time*.

*Hanging with Vampires* is the first book in the Totally Factual Field Guide to the Supernatural series, a hilarious and haunting exploration of how myths and legends shape our lives. Sink your fangs into vampire lore and literature with enchanting illustrations and fun activities, like making garlic bread. It's a spooky world out there—grab your guide, and let's go.



**Insha Fitzpatrick** is a New-Jersey-based author who loves all things horror. She's the writer of *Who Sparked the Montgomery Bus Boycott: Rosa Parks (Who HQ)*, illustrated by Abelle Hayford. She's also the cowriter of the middle-grade graphic novel series *Oh My Gods!* with Stephanie Cooke and illustrator Juliana Moon. When she's not writing, she's watching horror movies or reality TV and deep-diving into all things true crime.