LESSON TITLE: CHARACTERIZATION DEVELOPMENT

GRADE/AUDIENCE:

- 9th – 12th Grade Writing Workshop

COMMON CORE STATE STANDARDS:

Writing

- CCSS.ELA-LITERACY.W.9-10.3
  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.9-10.3.A
  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- CCSS.ELA-LITERACY.W.9-10.3.B
  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- CCSS.ELA-LITERACY.W.9-10.3.C
  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- CCSS.ELA-LITERACY.W.9-10.3.D
  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- CCSS.ELA-LITERACY.W.9-10.3.E
  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LESSON OBJECTIVES:

- Connect artifacts to past real-life people
- Learn and apply the stages of character development
- Write a narrative using the six basic tools of characterization

LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will view the artifacts and determine what the artifacts were used for. Minimal research can be woven in here if students are interested in learning more about the object.
- Students will familiarize themselves with the six stages of character development and create a character.
- Students will use the six stages of characterization to create a complex character and then write a narrative following the stages of plot development.
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COMPPELLING / GUIDING QUESTIONS:

- What is the artifact you chose?
- Who would have used the artifact and why?
- How can viewing this artifact help you create a dynamic character?

DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Students will view the artifacts displayed in the classroom.
2. Students will choose an artifact and use it as inspiration for the creation of a character.
3. Students will write a narrative revolving around the developed character.

TIME NEEDED FOR LESSON:

One 45 minute class to choose an artifact and develop a character

MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- Character development worksheet, artifacts printed out in color or displayed on a SMART Board or computer screen, Microsoft Word or Google Docs to use for the writing of the narrative paper

PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Artifacts (attached): Additional images and copies of the images can be located at the Mashantucket Pequot Museum & Research Center.

PRIOR LEARNING, CONNECTIONS, STUDENT NEEDS OR INTERESTS, COMMON MISCONCEPTIONS:

Prior learning:

- Stages of plot development (exposition, rising action, climax, falling action, resolution, denouement)
- Proper dialogue format

Student needs or interests:

- Visual learners will be engaged and interested in the opening activity of this lesson when viewing the artifacts.
- Students who enjoy creative writing will find this writing exercise exciting.

Common Misconceptions:

- Students may misunderstand the meaning of objects to the Pequots.
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SUGGESTED DIFFERENTIATIONS:

For struggling students:

- Create a story board to organize the narrative
- Provide sentence starters for those who need extra assistance beginning the narrative
- Provide descriptions of the artifacts if they do not spark immediate ideas for students

For enriched learning:

- Students can choose more than one artifact that a past real-life person may have been responsible for having.
- Students can conduct research about the artifacts in addition to viewing them.

CROSS-DISCIPLINARY CONNECTIONS:

- Early American History
- Science

FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):

- Students and the teacher will use the attached rubric to assess the final narrative.
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Character Prompt Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Development</td>
<td>The characters are developed adequately; they are revealed through multiple methods of characterization; they remain true to the way they are introduced or, if they change, the change is logical and in keeping with the theme.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Five Basic Tools</td>
<td>All five tools are woven throughout the story (STEAL).</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>The language, vocabulary, and style are consistent &amp; appropriate throughout the story.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Overall Mechanics</td>
<td>The sentence structure is correct; the story uses appropriate subject-verb agreement and verb tense consistency; spelling and punctuation are correct, etc.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Point of View</td>
<td>The point of view is consistent throughout the story, allowing for logical plot development and character development.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Following Guidelines</td>
<td>Story is 1-2 pages, typed, double-spaced, following proper MLA format, etc.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Evidence of Editing</td>
<td>Classmates’ editorial marks were followed; demonstrates growth from draft to draft.</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
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Character Prompt- What’s in Your Hand?

The most essential tip to writing a strong character can be summarized in six letters- DESIRE. Simply put, a strong character must want something badly.

Starting with this base, authors build characters using five basic tools:

Speech: What does the character say? How does the character speak?
Thoughts: What is revealed through the character’s private thoughts and feelings?
Effect on others toward the character: What is revealed through the character’s effect on other people? How do other characters feel or behave in reaction to the character?
Actions: What does the character do? How does the character behave?
Looks: What does the character look like? How does the character dress?

As always in writing, the devil is in the details; one telling detail can say more than 100 words, so show don’t tell whenever possible.

Assignment: Pick any “artifact” on the floor. Now write a story describing the character who would use that artifact (no, not describe the artifact) and what he or she wants. OR have the artifact tell a story about the person using it and what he or she wants. Use each of the above listed character development techniques at least once.
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ARTIFACTS: