

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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COMPELLING / 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

Category	Description	Points Possible	Points Earned
Character Development	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.	20	
Five Basic Tools	All five tools are woven throughout the story (STEAL).	20	
Quality of Writing	The language, vocabulary, and style are consistent & appropriate throughout the story.	15	
Overall Mechanics	The sentence structure is correct; the story uses appropriate subject-verb agreement and verb tense consistency; spelling and punctuation are correct, etc.	15	
Point of View	The point of view is consistent throughout the story, allowing for logical plot development and character development.	10	
Following Guidelines	Story is 1-2 pages, typed, double-spaced, following proper MLA format, etc.	10	
Evidence of Editing	Classmates' editorial marks were followed; demonstrates growth from draft to draft.	10	

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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:

