

**Level:** 9<sup>th</sup> Grade

**Class Size:** 20 - 25 students

**Unit:** Short Story

**Time Needed:** 90 minutes

**Sequence In Unit:** 2nd Lesson

**Classroom Composition:** General mainstream classroom.

**Stage 1: Identify Desired Results**

**a. Enduring Understandings**

- **Goal:** The learners should be able to create a thorough character to be used in a written work at the end of the unit.
  
- **Objectives**
  - The learners will be able to recognize the personality, moral issues, and physical description of a character through the information given in a story. (Cognitive: Evaluation)
  - The learners will be able to compare their life to the character that they have “researched” from the previous story and also compare themselves to their created character. (Cognitive: Synthesis)
  - The learners will be able to create a unique character and realistic character whose background story and profile does not hold any contradictions. (Cognitive: Application/Analysis)
  
- **Connects to the Maine Learning Results**
  - English Language Arts, Grades 9 - Diploma A2 (Reading - Literary Texts)
    - b. “Evaluate the *theme* or *themes*, whether explicitly stated or implied, in a literary text.”
    - d. “Analyze external and internal *conflicts of character*.”
  - English Language Arts, Grades 9 - Diploma B2 (Writing - Narrative)
    - a. “Use *diction, syntax, imagery*, and *tone* to create a distinctive *voice*.”
    - b. “Organize ideas in a logical sequence, with effective transitions.”
  - English Language Arts, Grades 9 - Diploma D1 (Language - Grammar and Usage)
    - a. “Use appropriate *diction, syntax* and *figurative language* to suit purpose, context, and audience.”
  - English Language Arts, Grades 9 - Diploma D2 (Language - Mechanics)
    - a. “Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, *context*, and audience.”

### **b. Essential Questions**

- What is character?
- How is a character reliable?
- What is reliability?
- What makes a character realistic?

### **c. Knowledge and Skills**

- Students have previously read stories of various lengths that consists of all major elements of a story.
- The learners have previously created character for personal and academic works.

## **Stage 2: Determine Acceptable Evidence**

### **d. Performance Tasks**

Homework will consist of creating a character profile and background for a short story. The following basic scale will be used for the homework grade:

- 5 - Homework goes above and beyond teacher's expectations.
- 4 - Homework was done to teacher's expectations. Work was understandable, neat, and correct.
- 3 - Homework was mostly correct, but has a few minor errors.
- 2 - Many errors and hard to follow, but the assignment was done correctly.
- 1 - Assignment was turned in. Very little was done, or the assignment was done incorrectly.
- 0 - Did not due assignment

### **e. Quizzes, Tests, Prompts**

-N/A-

### **f. Unprompted Evidence**

The teacher will observe whether or not students are cooperating within their groups and will keep track of who has spoken up in class discussion.

### **g. Self Assessment**

Students will have the chance to ask questions to check for clarification.

## **Stage 3: Plan Learning Experiences and Instruction**

### **h. Sequence of Learning Experiences/Instruction**

1. Students will be placed in groups of four or five students by the teacher. Groups will discuss the homework assignment, a short story based on one character, and create a profile for that character that includes personality, moral issues, and physical description. After 10 minutes, the teacher will then ask each group to report out about what character information they had derived from the story. While students are reporting out, the teacher will keep track of what students feel are important for a character profile and back-story. (15 minutes)
2. The teacher will then ask students the following questions to get them talking and

thinking about the aspect of character.

- What do you think is the most important aspect of a character? Or are they all equally important?
- What ways have you seen characters represented in stories?
- Is there a right way or a wrong way to expose a character's personality in a story? What about their moral issues? Or physicality?

Key things to stress:

- DO NOT make your character "god like."
- DO NOT contradict your character's own profile.
- DO make your character realistic.

3. Students form back into the groups that they were in previously. The topic this time is, "What makes characters realistic?" Allow 15 minutes.
4. Students will report out to the rest of the class what they feel creates a realistic character. Students are free to debate in a positive manner over these ideas. They may also ask each other why they fell such things are realistic traits.
  - Are the characteristics that create a realistic character ones that people have?
  - Is it important for characters to be realistic if a writer wants their reader to share that character's view point?
  - How do you as a reader relate to the character from the previous night's reading? What about other stories?
5. With 10 minutes left of class, assign students the following for homework:
  - Create a character and their profile. Use the list that we came up with today in class as the skeleton structure for what should be on a character's profile.
  - Create a short background story for your character. This does not need to be lengthy and can even be bulleted.

Stress that the assignment will be collected at the beginnin of the next class.

#### **i. Materials and resources**

Teacher Resources

- ▶ Computer with word processing capabilities.
- ▶ Lesson notes
- ▶ Materials for in-class assignment.
- ▶ Wipe off board and markers or chalk and chalkboard
- ▶ Copies of previous day's assignment.

Student Resources

- ▶ Pencil, Pen, Paper....materials required for regular attendance