

**Manchester College
Education Department**

Title of Lesson: Characterization: *Roll of Thunder, Hear my Cry*

Lesson Plan By: Linsey Jenae Shannon

Length of Lesson Plan: 50 minutes

Age or Grade Intended: 7th Grade English/Language Arts

Academic Standard:

ELA RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objective:

Given a specific character, students will use the characters actions and details about the character to make inferences about that character, supporting each inference with specific textual evidence 90% of the time.

Assessment:

Students will be shown how to set up a “character log” documenting the characterization of a specific character from the introduction of the text. Students will work in small groups (3-4) to complete this character log. Each student will be responsible for setting up their own character log according to the example provided. This log requires that the students find specific textual examples in order to document the progression of character and draw inferences about that character from the text, thus demonstrating the objective, which explicitly supports the standard.

Preparation by Teacher:

- Reading check quiz (see list of quizzes for all assigned readings on school computer)
- Notes and example written onto sheet protector for overhead projection
- Pages 1-15 should have been assigned for class during previous class period

Procedure:

Introduction/Motivation:

1. Collect homework from previous class period (vocabulary assignment).
2. Have students get out 2 sheets of paper and a writing utensil, with everything else under their desk. Give them the reading check quiz (project onto overhead screen and read aloud). Have them write their answers on a sheet of paper with their name on it. When finished, go through the answers together. (10 minutes) (Visual/Spatial, Verbal/Linguistic) (Knowledge, Comprehension)
3. Ask students what they know about the characters so far, who their favorite characters are at this point, which characters they do not like at this point.
4. Explain that today we will be discussing characterization and creating character logs for each character.

Step-by-Step Instruction:

1. Project example character log onto screen. Ask if students know what “characterization” is in a text. Be sure to emphasize the difference in characterization and character—the characters are the people and their specific traits, while characterization is demonstrated in how a character is

described, either through actions, thoughts, or specific description. Give them the definition of characterization and have them write it on their character logs.

2. Explain that for the character logs, they will need to find specific references to the character to write in the left hand column. Then, on the right side, they need to tell in their own words what that reference *implies* about that character. Each example of characterization needs a page number and an inference—each column should have the same number of entries. (10 minutes)

3. Tell students that although they will be working in groups on specific characters, EACH PERSON in the group is responsible for THEIR OWN character log.

4. Allow students to get into groups of 3—if all students are present, there will be 3 groups of 4 and 3 groups of 3. Assign groups of 4 the characters of Cassie, TJ, or Lillian Jean/Jeremy. Groups of 3 will be assigned Stacey, Christopher-John, or Little Man. Each group needs at the very least 5 examples of characterization and inferences from those examples. Allow them to work, and circulate to monitor progress. (20 minutes) (Verbal/Linguistic, Visual/Spatial, Naturalist, Interpersonal) (Analysis, Evaluation)

Closure:

Have each group share a brief (1-2 minute) summary of the characters they were assigned. Collect character logs from students. Assign the rest of Chapter 1 (15-31) for Thursday's class. Remind them that there will once again be a reading check. (10 minutes)

Accommodations/Modifications:

LD—If needed, give this student specific examples of characterization to look at, and have her decide what those actions/instances show about the character. Help her understand that characterization is the process in which we get to know the characters. Suggest that as she reads, she write down words that she does not understand.

ADHD—when asking the class which characters they like most/identify with the most, note which character this student answers with, and assign him to work on that character. Give support when circulating.

Gifted—Have these students give the summary of the characters they were assigned. Have them give not only a summary of the character, but also a summary of the characterization found, and if time, have them explain how one or two of their examples of characterization imply the inference they made about that character.

Self-Reflection:

Did students allow other group members to work for them, or did all group members work together equally?

Did students seem to understand the difference in character and characterization?

What behavior problems were encountered? How could they be avoided in the future?

Character Log

Name: _____ Date: _____

Assigned Character: _____

Group Members: _____

Characterization: The way an author presents a character, either through describing the character in narration or by other characters, or through the character's action, thoughts, and speech.

Characterization—Specific Textual Example with **page number (QUOTE!)**

Character—What that example *implies* (your own words, not the words of the book or your group members....)

“But there was a mortgage on the two hundred acres bought in 1918 and there were taxes on the full four hundred, and for the past three years there had not been enough money from the cotton to pay both and live on too.

That’s why Papa had gone to work on the railroad.”

The land that the Logans live on is very expensive, because there are taxes on it every year and there is still a mortgage on part of it. Since they could not make enough money off of the land alone to keep it, Papa went to the railroad, working to keep the land, which is important to him and to the family. This illustrates his strong work ethic and the pride he takes in their land.