

**Literature and Character Analysis Lesson Plan**  
**Elizabeth Strickland 2011**

5th Grade Teacher Position  
Second Interview Demonstration Lesson

**Stage 1 - Desired Results**

**Standard:** Literary Response and Analysis 3.3: **Contrast** the **actions**, **motives** (e.g. loyalty, selfishness, conscientiousness), and **appearances of characters** in a work of fiction and **discuss the importance** of the **contrasts** to the plot or theme.

**Understandings** (Students will know...):  
Students will know that each character has a purpose in the text as it relates to the plot and theme of the text. The author creates each character differently to contribute to these in a distinctive way.

**Elements:** (Students will be able to...)  
1. Students will be able to identify and explain the plot of a story.  
2. Students will be able to identify and explain the theme of a story.  
3. Students will be able to identify and analyze characters in a text that are central to the author's purpose.  
4. Students will be able to use this information to create a product expressing their level of comprehension.

**Vocabulary of the Standard:** Compare, Contrast, Actions, Motives, Appearance, Discuss, Plot, Theme

**Extension Vocabulary:** Loyalty, Selfishness, Conscientiousness, *Record descriptors contributed by students on the word wall*

**Subject Vocabulary:** Protagonist, Antagonist

**Basic Essential Questions:**  
1. Why did the author create her/his characters with differences/contrasts?  
2. Why are these differences/contrasts important to the plot?  
3. Why are these differences/contrasts important to the theme?

**Extension Question:**  
4. How would the story be changed if the characters were more alike/similar?

**Differentiation:** Content will be differentiated by reading level and vocabulary. Processes will be differentiated by work time, learning style, intelligences, and Bloom's Taxonomy leveling. Product will be differentiated by choice and complexity. Environment will be differentiated by proximity to teacher, group size, and degree of self-motivation and distractibility. Assessments will be differentiated by format, length, delivery style, and frequency according to formative assessment performance. For English language learners the lesson will be differentiated according to the student's language development level according the WIDA proficiency standards and leveling system (Beginning 1 - Reaching 6).

Extension Research Activities/Questions:

1. Interview someone who was an adult in the 1940's or early 1950's. Ask them about what they remember about segregation, discrimination, the Civil Rights Movement.
2. Research about segregation, discrimination, and the Civil Rights Movement. Why do you think they existed? Who were some of the leaders who worked to do away with segregation? What does this story have to do with the Civil Rights Movement? What could you do to stop discrimination?

## Stage 2 - Assessment Evidence

### Performance Tasks:

1. Character Analysis Graphic Organizer (See appendices A: no accommodations, B: IEP accommodated, and C: ELL levels 1-3)
2. Vocabulary Cloze Activity (see appendix D)
3. "Pen Pal" letter using vocabulary
4. Character Analysis Project: Students will use their independent reading texts for this assignment.

Students will choose between:

- a. Acting out a "character charade" that highlights the differences of the antagonist and protagonist of their book and give a verbal or written explanation for how these relate to the plot and theme of the text.
- b. Creating a Venn Diagram poster that highlights the differences between the antagonist and protagonist of their book including a verbal or written explanation for how these relate to the plot and theme of the text.
- c. Make a Prezi (<http://prezi.com/>) presentation that highlights the differences between the antagonist and protagonist of their book including a visual explanation for how these relate to the plot and theme of the text.

### Assessments:

Content Pre-assessment: Students will define plot and theme in their own words on a note card.

Vocabulary Pre-assessment: Mix Up Matching Game (see appendix E) - In two/three groups students will receive a card with a vocabulary word or a definition on it. Students will have 5 minutes to work together to match the cards. All unknown vocabulary will be noted and reviewed.

Vocabulary quiz created from students written questions

Character Analysis Project Teacher Checklist

Character Analysis Project Rubric

## Stage 3 - Learning Plan

### Day 1: 45min

Opening 20: Students will be introduced to the standard and the essential questions and watch the BrainPOP Jr video on characters (5). Students will define plot and theme in their own words on a note card, and prior knowledge will be determined via pre-assessments (5). While students are playing the Mix Up Match game (7), teacher will sort through the independent responses for plot and theme. Students who have not show proficiency in their knowledge of plot/theme will watch the BrainPOP Jr video on plot independently. Continue with the power point and discuss pro/antagonist. Use the visuals to stimulate discussion. Watch the movie trailer, discuss the graphic organizer briefly and have students choose which characters to do a quick response with.

Work Time 20: Use a folded organizer to analyze the appearance, actions, and motives of the characters from the movie. Students that feel capable of working independently following the explanation of the assignment will move on to their self-determined best work space to begin the activity. Students who would like to stay with the teacher to get started may do so for further support.

Closing 5: Two or three students will share the progress they have made on the graphic organizer. They are expected to be finished with this first graphic organizer today.

Day 2: 45min

Opening 5: Students will review the vocabulary introduced on day 1 using a Cloze review (see appendix D).

Work Time 25: Students will receive the graphic organizer for their character analysis projects. These will be filled out on the students' current independent reading fiction text and will serve as the book report for this period. Students with special needs will receive the accommodated form. ELLs will receive the form that is best fit for their language development level (see appendixes A: no accommodations, B: IEP accommodated, and C: ELL levels 1-3). As is appropriate, students may work in partners or remain with the teacher for support. Students will be pulled for quick checks throughout the work time. Strong vocabulary from the students' Motives section will be added to the word wall. Students are expected to be finished with the character analysis graphic organizer today.

Closing 10: One student with each type of form will share. Volunteers will be requested.

Day 3: 45min

Opening 10: Students will use the vocabulary from the lesson, as well as vocabulary added from students' work, to write a letter to a "pen pal" in their reading journals about what they have been working on this week.

Work Time 30: Students will receive the choices and explanations for character analysis projects. Students will then choose which project they would like to do, sign up, obtain a rubric, and move to group stations to begin working. As is appropriate, students may work in partners or remain with the teacher for support.

Closing 5: One/Two students will share their progress thus far (volunteer).

Day 4: 45min

Opening 5: Students will use the vocabulary from the lesson, as well as vocabulary added from students' work, to create quiz questions.

Work Time 35: Students will continue working on their projects. Teacher will survey the progress of the students by traveling the room throughout this time period and conferencing with each student according to the Character Analysis Project Teacher Checklist.

Closing 5: One/Two students will share their progress thus far (teacher chosen).

Day 5: 45min

Opening 10: Students will take the vocabulary quiz created from the questions they wrote the day before.

Work Time 20: Students will continue working on their chosen projects, either in partners or singly.

Closing 25: Students will present their character analysis projects to the class. Practice eye contact, speaking, listening, and good audience behaviors

Character Analysis Graphic Organizer/A

*Literary Response and Analysis 3.3: Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.*

Title:		Author:	
Level:	Genre:	Publisher:	Pgs:

Briefly describe the **PLOT** of this story (Be sure to include the conflict and the resolution). \_\_\_\_\_

Describe the **THEME** of this story. \_\_\_\_\_

What text evidence supports your judgment? \_\_\_\_\_

Identify the Protagonist and Antagonist of the story in the graphic organizer below.  
Use this to compare and contrast these characters' appearances, actions, and motives.

	Protagonist	Similarities	Antagonist
<b>APPEARANCE:</b> How does she/he look? (Adjectives) You may also draw and label a picture here.			
<b>ACTIONS:</b> What does she/he do? (Verbs)			
<b>MOTIVES:</b> Why does she/he do these things? What are her/his goals?			

1. Why did the author create her/his characters with these differences/contrasts?

2. Why are these differences/contrasts important to the plot?

3. Why are these differences/contrasts important to the theme?

4. How would the story be changed if the characters were more alike/similar?

Character Analysis Graphic Organizer/B

*Literary Response and Analysis 3.3: Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.*

Title:	Level:	Author:
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<p>What is the problem/conflict in this book? _____</p> <p>_____</p> <p>How does the conflict get fixed/resolved? _____</p> <p>_____</p> <p>What is the lesson that the author is trying to teach the reader (theme)? _____</p> <p>_____</p>
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<b>APPEARANCE:</b> How does she/he look? (Adjectives) You may also draw and label a picture here.			
<b>ACTIONS:</b> What does she/he do? (Verbs)			
<b>MOTIVES:</b> Why does she/he do these things? What are her/his goals?			

1. Why did the author create her/his characters with these differences/contrasts?
2. Why are these differences/contrasts important to the plot?
3. Why are these differences/contrasts important to the theme?

Character Analysis Graphic Organizer/C

*Literary Response and Analysis 3.3: Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.*

<b>Title:</b>	<b>Level:</b>	<b>Author:</b>
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Draw the sequence of events in the story. Describe each picture in the space below.


What do you think this book is about? _____ _____
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Review the text. What words did you not know? Define/Draw them below.

1.	2.	3.	4.	5.

	<b>Protagonist</b>	<b>Antagonist</b>
<b>APPEARANCE:</b> How does she/he look?		
Describe your pictures:		
<b>ACTIONS:</b> What does she/he do? (Verbs)		
Describe your pictures:		
<b>MOTIVES:</b>	Why does she/he do these things?  What are her/his goals?	Why does she/he do these things?  What are her/his goals?



<b>Protagonist</b>	<b>The main character in a work of fiction</b>
<b>Antagonist</b>	<b>The character opposed to the main character in a work of fiction</b>
<b>Compare</b>	<b>To show how items are the same</b>
<b>Contrast</b>	<b>To show how items are different</b>
<b>Actions</b>	<b>Things that people do, verbs</b>
<b>Motives</b>	<b>The reasons why someone does something</b>



<b>Appearances</b>	<b>What something or someone looks like</b>
<b>Discuss</b>	<b>To talk seriously about</b>
<b>Plot</b>	<b>The events in a story including the conflict, resolution, and other important events</b>
<b>Theme</b>	<b>The lesson a story teaches</b>
<b>Loyalty</b>	<b>Dedication to a person of belief</b>
<b>Selfishness</b>	<b>Being concerned with only yourself</b>