# Course Data

**Grade Level:** 6th

**Unit Topic:** Language Arts – Theme “Technology”

**Lesson Topic:** Characterization

**Length of Lesson:** 45 min.

**Standards**

􀀳 **0601.8.4** Identify and describe character (major/minor, antagonists/protagonists) features

and relationships in literary texts.

**0601.8.10** Explore how the author reveals character (e.g., what the author tells us, what

the characters say about him or her, what the character does, what the character says, what

the character thinks).

**Materials**

-Computer/Projector “Protagonist vs. Antagonist” Video <<http://vimeo.com/10790523>>

“Characterization” Video <<http://vimeo.com/14197620>>

-“Characterization” Worksheets

*-The Great Interactive Dream Machine* (Level III’s) or *Hatchet*  (Level I & II’s)

# Lesson Objectives

TSWBAT identify the protagonist & antagonist in *The Great Interactive Dream Machine* (Level III) or *Hatchet* (Level I & II).

TSWBAT explain how a character is revealed directly or indirectly in a story.

TSWBAT differentiate between protagonist & antagonist.

TSWBAT practice note-taking while learning aspects of characterization by filling in his/her “Characterization” worksheet.

# Anticipatory Set/Focus

|  |  |
| --- | --- |
| ABK | What are the elements of a story we talked about yesterday? |
| IA | If you could pick a character from a book/story that you are a lot like (or would like to be like), which would it be & why? (Share with your neighbor.)  Example: I would want to be like Miss Honey, from *Matilda*. She is a nice teacher. |
| RRL | Why are characters from stories/books/movies, etc. important? What if you swapped Batman for Amelia Bedilia? Would this significantly affect the story? |
| LL | Yesterday we discussed 6 different elements of a story and compared it to a recipe. This week we will look more in-depth into some of these. Today we are going to start by focusing on “Characters.” |
| EQ | How do authors reveal a character? |

# Instruction

1. Set/Focus
2. Intro & practice with major/minor, Protagonist/Antagonist.

Teacher ask: *What types of characters are there in a story?* (Review from yesterday’s Jigsaw portion on characters.)

Protagonist/Antagonist & Major/minor

Show “Protagonist vs. Antagonist” video (approx. 1 minute long) <http://vimeo.com/10790523>

1. Moving into “Characterization” – *Direct Instruction*
2. Pass out worksheets on “Characterization.” Lead into direct instruction with video clip from “MiniLesson on Characterization.” (from time 0:57-6:20) <http://vimeo.com/14197620>
3. Go through the worksheet with them. Emphasize “tell us” (Direct) and “show us” (Indirect). Have them underline/highlight these phrases from their definitions.
4. Go over “STEAL” (Speech, Thoughts, Effect on others, Actions, Look) and allow students a chance to fill it in on their notes/worksheet.
5. Practice classifying characterization.
6. I DO – On computer screen projected to class/Promethean board. Using examples of characterization (from a story not *Hatchet*).
7. WE DO – On computer screen projected to class/Promethean Board. Invite students to help with the examples on the promethean board that are from a story (not *Hatchet*). Then have the students practice with you on the first question on their “Characterization Worksheet.”
8. YOU DO – Characterization worksheet practice. Allow students to complete the worksheet individually.
9. After a few minutes, have them work in pairs (student sitting next to them) to discuss/complete the worksheet.

# Assessment

|  |  |
| --- | --- |
| **Informal** | **Formal** |
| “We Do” Practice  Monitoring individual work, answering questions. | Exit Slip  Characterization Worksheet |

# Closure

What are the two ways authors reveal the characters in a story?

What are the clues that it is “indirect”? (*STEAL*)

## Accommodations/Differentiated Learning Experiences

Theliterature (readings) being used for this week will vary depending on the level of the class. *The Great Interactive Dream Machine* by Peck(Level III) or *Hatchet* by Gary Paulsen (Level I & II’s).

TEACHER ANSWERS

Characterization  
(How we get to know the character in a story.)

The **2** types of Characterization are:

**Direct Characterization**: this refers to when a writer describes the character’s personality. The Narrator *tells us* what the character is like.

Example:

**Indirect Characterization:** when a writer/narrator *shows us* a character by describing speech, appearance, thoughts, actions.

**What to look for: STEAL**

**Speech –** What does the character say?

**Thoughts –** What does the character think about/feel?

**Effect on others –** How does this character affect others?

**Actions –** What does the character do? How does s/he behave?

**Looks** – How does the character look?

Characterization  
(How we get to know the character in a story.)

The **2** types of Characterization are:

***Direct Characterization****:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Indirect Characterization:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What to look for: STEAL**

**\_\_\_\_\_\_\_\_\_\_ –** What does the character say?

**\_\_\_\_\_\_\_\_\_\_ –** What does the character think about/feel?

**\_\_\_\_\_\_\_\_\_\_ –** How does this character affect others?

**\_\_\_\_\_\_\_\_\_\_ –** What does the character do? How does s/he behave?

**\_\_\_\_\_\_\_\_\_\_** – How does the character look?

Characterization Practice

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**In the following passages from *Hatchet*, determine whether the author is revealing a character through *direct* or *indirect* characterization. If you choose *indirect,* clarify which method(s) the author used (STEAL).**

1. Character Trait revealed*:* Nervous

Passage*:* *Brian shook his head. “I’d better not.”*

1. Character Trait revealed: Age

Passage*:* *[The pilot] took the controls back, then reached up an rubbed his left shoulder. “Aches and pains – must be getting old.”*

1. Character Trait revealed: Job/Occupation

Passage*: His father was a mechanical engineer who had designed or invented a new drill bit for oil drilling…*

1. Character Trait revealed: Fear

Passage: *His stomach tightened into a series of rolling knots and his breath came in short bursts…*

1. Character Trait revealed: Likes/Dislikes

Passage: *Brian hated judges as he hated lawyers.*

1. Character Trait revealed: Persistence/perseverance

Passage: *He repeated the radio call seventeen times at the ten-minute intervals…*

1. Character Trait revealed: Damaged body/Pain

Passage: *His legs were on fire, and his forehead felt as if somebody had been pounding on it with a hammer…*

**Exit Slip**

*Connecting to our novel*:

1. After reading *Hatchet*, who would you classify as protagonist and antagonist?
2. Look at the first two paragraphs in *The Great Interactive Dream Machine*. What do we learn about Aaron? What type of characterization is this? Explain.