

Acquisition Lesson Plan

Teacher: Johnson

Date: 10/10/11-10/14/11

Essential Question: How do character motivations and character traits work together to help readers better understand characters?

Hot Q's (Higher Order Thinking Questions):

How might generalizations and stereotypes make you draw a conclusion about a character that may appear in a literary work?

How might internal and external conflicts impact the way a character interacts with other characters?

How does understanding a characters motivations help evaluate relationships and develop a greater understanding of a character?

Activating Strategies: (Learners Mentally Active)

Students will watch a portion of Fresh Prince of Bel-Air and other shows highlighting the dynamics of the characters. We will discuss the qualities the character possesses? I will also ask if the character changes, how they interact with others, and how others see them.

Character Name -- Basic Characteristics

Acceleration/Previewing: (Key Vocabulary) How will the vocabulary be taught?

Static, dynamic, antagonist, protagonist, major and minor characters
(will be taught using the student responses from the activating strategy.)

Teaching Strategies: (Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing)---Using a previously read piece, teacher models how to:

1. Using a 3 column chart, teacher will assist students in organizing their thoughts as it relates to characters in a fictional movie.
2. Give each student a sheet or notebook paper and create a foldable for elements as it pertains to characters. (See attachment).

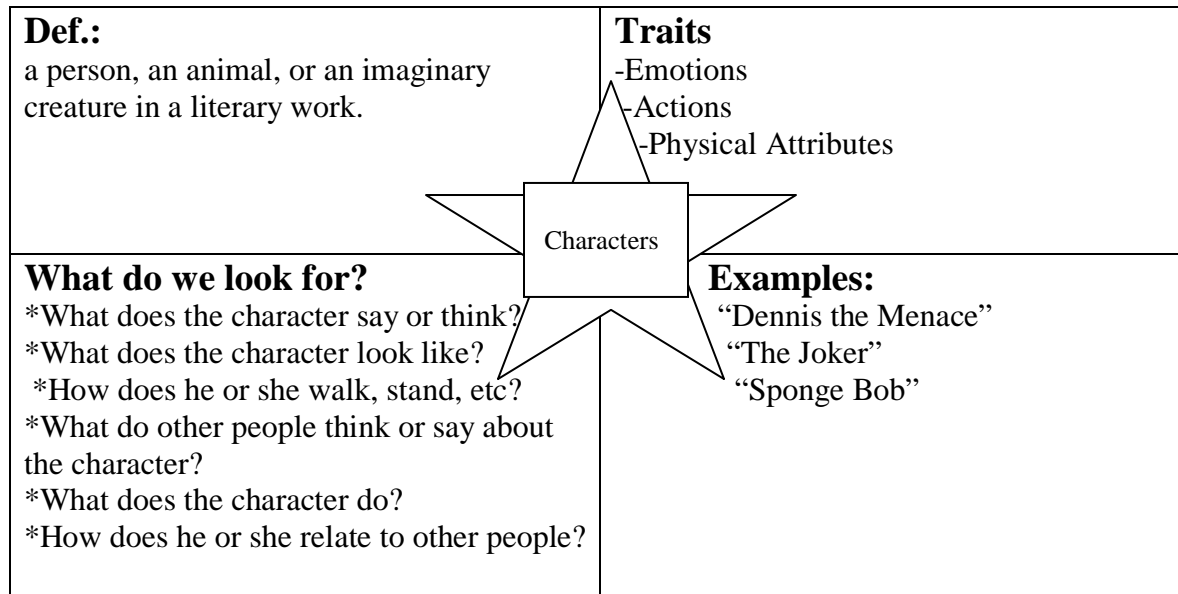


3. Students will complete a more specific chart logging character traits in chart form with teacher.
4. Teacher will read to the students a series of scenarios and the students will move to a specific part of the room labeled protagonist, antagonist, stock character, and dynamic based on what was read.
5. Read "" pgs. 84-93 in the text
6. Create bubble maps to describe characters in the story (evaluating the characters changes).
7. Answer comprehension questions—Bloom’s Taxonomy/Marzano Question Stems.

Summarizing Strategies: Learners Summarize and Answer Essential Question

Ticket out of Door----Answer Essential Question

Previewing:



Activating:

Students will create a 3 column chart: in the **first column** is the characters name **second column** is the characters traits and in the **third column** is the character change.

Characters Name	Character Traits	Change/Stay the Same
1.		

Teaching Strategies: Students will complete the following chart

Type	Definition	Example
Major		
Minor		
Static		
Dynamic		
Antagonist		
Protagonist		

Model how to analyze a character-again using the 3 column chart, and evaluating “The Little Red Hen”

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Characters Name	Character Traits	Change/Stay the Same
1.		



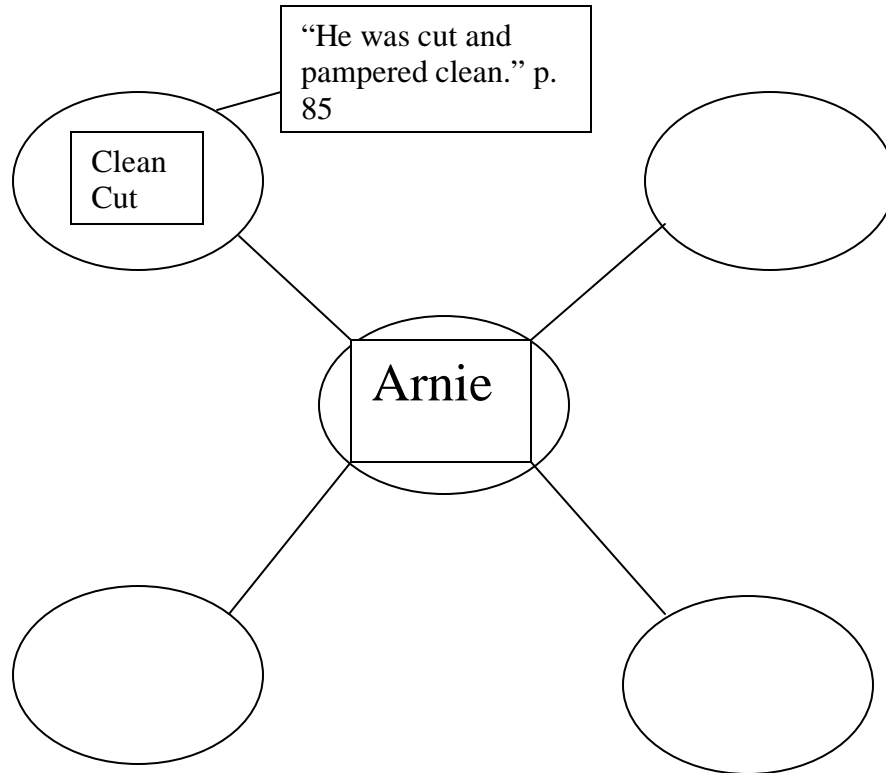
Distributed Guided Practice:

Part A: In collaborative pairs, read “The Tell-Tale Heart p. 625-630 while completing reading strategies foldable.

<p><u>Prediction</u> (P.624) Based on the title, what do you think this story will be about?</p>	<p><u>Visualize</u> (p.625-626 description of the old man’s eye) I see _____ in my mind as I read. Draw a picture of what you see in your mind.</p>	<p><u>Evaluate</u> (p.627) What is your overall opinion of the narrator? Explain with support from story.</p>
<p><u>Clarify</u> (P.629-630) Why was it important for the narrator to speak so <i>vehemently</i> with the visitors?</p>	<p><u>Connect</u> (p.630) This reminds me of a time when I was watching (or something I felt when)...Explain.</p>	<p><u>Question</u> (p. 630) I wonder... I was confused when... Why...</p>



Part B: Create a bubble map for the characters; based on the descriptions, make inferences about the characters. Complete one of these for the boy and girl.



Based on the inferences and characteristics with support from the text, draw an overall conclusion about Arnie? (Do the same for Jose’).

Part C: Comprehension Check Questions—Gallery Walk or Rotation Stations Again

- What is another title for this story? Explain.
- What would the result be if Jose and Arnie’s rolls where reversed? Keep in mind the information that you placed in your bubble maps about the characters.
- What evidence is there (from the story) that shows that both Jose and Arnie have negative personal feelings about each other?
- What type of mind does Arnie proudly proclaim he has?
- What does Mr. Clemens ignore Arnie?
- How are Arnie and Jose alike, yet different?



Summarizing:

Ticket out of Door—Students will be asked series of call and response questions and answer and discuss the elements of characters and their specific traits.

What are the characteristics of the following character types: Antagonist, protagonist, static, and dynamic.

Type	Definition	Example
Major	The main character in the work often has major speaking roles or parts.	
Minor	This character is not as significant as the other characters introduced; often has a minor role.	
Static	This character remains unchanged in the work	
Dynamic	This character has an evolution or change throughout the work.	
Antagonist	This character is the foe, or opposition in the work; usually out to do harm or danger.	
Protagonist	This character is the “good guy” who is often seen as the “savior “ or “hero .”	



Guess that character type...

(Activity for individual places in the room)

Static Character – a character that remains primarily the same throughout a story or novel. Events in the story do not alter a static character's outlook, personality, motivation, perception, habits, etc.

Example: Bert, a bumbling salesman, never takes the time to organize his files, properly record his sales, or follow up with customers. Finally, his boss gets fed up and fires him. Bert struggles for two months to find a new sales position. During that time, his car is repossessed for nonpayment and he maxes out his credit cards. Bert finally finds a new sales position but, before a week passes, he is called into a conference with his new boss. Bert is informed he must get organized or he'll be fired. A week later the new boss fires Bert after he fails to follow up with an important customer.

Dynamic Character - a character which changes during the course of a story or novel. The change in outlook or character is permanent. Sometimes a dynamic character is called a developing character.

Example: Ebenezer Scrooge, in A Christmas Carol by Dickens, was very stingy with his money. He felt it was unnecessary to “give” something to someone who didn't deserve it. He worked his employees very very hard for little pay. He often went out of his way to make his employees work even after their shift was over. After his experiences with the ghosts that visited him, he changed his ways, paying his employees a more than fair wage, providing days off work and actually giving gifts.

In this example Ebenezer Scrooge is a dynamic character

Stock Character - a special kind of flat character who is instantly recognizable to most readers. Possible examples include the “ruthless businessman”, “shushing old librarian” or “dumb jock.” They are not the focus nor developed in the story.

Example: The main character in a story, Bernard, is hired by a computer company. His secretary is a blonde named Gidget, who is cute but forgetful and never gets a joke.

Antagonist: Mike is 17 with has a miserable life and wants to share those same feelings with others at Mumford High. He is often perceived as an evil person and loves to see when others fail. He once ran down the hallway giving high fives to students with a thumb tack stuck in between his fingers. The students winced in pain and Mike felt it was so funny. No one wants to be his associate and he is often ostracized for his mean personality.

Protagonist: Eliza has a fantastic personality and is willing to help anyone in need. She recently found out that one of her classmates was recently diagnosed with leukemia. She sat down with the school counselor and began a drive to pay for her classmates treatments. She desires to get other students involved in helping others. She befriends Mike and later convinces him to deal with his own problems and intern he begins to care and help others.

