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| **State Operated Programs Lesson Plan**  ***How Will You Cause Learning Today?*** | | | ***CONTENT***  English | | ***COURSE***  English 9 |
| ***STRAND***  Reading | ***SUB-STRAND***  Fiction | | ***STANDARD OF LEARNING (Maximum of 5)***  9.3 | | |
| **TOPIC**  Characterization – The Walking Dead | | | | | |
| **Name:**  Gordon Blair | | **Center:**  Newport News | | **Email Address:**  gordon.blair@nn.k12.va.us | |
| **OBJECTIVE OF THE LESSON**  A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson.  The objective should be observable, behavioral, and measurable.  *Since an objective is a statement of a NEW learning outcome, a Before-During-After sequence is required for each objective.* | | | | | |
| **SWBAT (Students Will Be Able To) :** As a result of this lesson, the student will be able to analyze characters in fictional works and will demonstrate an understanding of the different ways characterization can occur. | | | | | |

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| **BEFORE READING, VIEWING, or LISTENING** | |
| **TEACHER** | **STUDENTS** |
| * focusing attention, laying groundwork, creating interest, sparking curiosity…think of it as setting the stage/setting them up for success * make sure students “get” the purpose (not just agenda) of today; what it will result in or lead to; the “why” of what they’ll be doing | * strategies to get STUDENTS thinking about what they already know * cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts * STUDENTS are caused to think about that element of today’s learning that is most close to or familiar to them |
| 1. THIS LESSON PLAN WILL REQUIRE YOU TO HAVE COPIES OF THE GRAPHIC NOVEL “THE WALKING DEAD VOL. 1” ISBN: 9-781582-406725 2. The teacher will present the vocabulary for the lesson to the students. Lead the students to the answer rather than them having them look up the words in the dictionary. The teacher should not focus on making sure all of the students have the same definition but rather that they define the term with words they already know. For example, if the word is “disintegrate,” you could say something like, “When the atomic bomb was dropped on Hiroshima, almost the entire city was disintegrated. What do you think happened to the buildings, people, etc.?” USE RESOURCE: VOCABULARY 3. Once the students have defined all of the ten words, pair the students and have them complete the Frayer Model for however many words you assign them. In the interest of time, I usually give each pair two to four words depending on class size. Once each pair has finished their assigned words, they can share their work out loud with the class for the others to complete. Make sure as they share, the teacher checks their work and gives an okay or corrects any misunderstandings. USE RESOURCE: FRAYER MODEL 4. Using the Think-Pair-Share format, have the students explore, “How do you know who someone is?” Ask the question then have the students think about the question. Pair students with a partner to discuss their ideas with each other, then share their ideas with the entire class. Record each group’s ideas of what a stereotype is on a large piece of paper for all to reflect upon. 5. Have the videos listed in this step below queued up and ready to show. Show each video and ask the students to write a sentence or two about what the person(s) is like in the video. What kind of person/people are they? How do we know?   <https://www.youtube.com/watch?v=a7nFz44bIGg>  <https://www.youtube.com/watch?v=lj3iNxZ8Dww>  <https://www.youtube.com/watch?v=omApdPl0ovI>  <https://www.youtube.com/watch?v=zNOTWjIJ58E>  For the final video, you do not have to show the entire thing.   1. Introduce indirect characterization and how an author shows us what kind of person a character is. 1. What the character does 2. What the character says 3. What other characters say about the character NOT what they look like! | |

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| **DURING READING, VIEWING, or LISTENING**   * strategy(ies) for active engagement with the new content that’s coming * what are students doing WHILE reading, viewing, or listening? |
| 1. As a daily bell-ringer activity, the vocabulary words should be reviewed until the vocabulary test is given. For example, have the students use the words in a sentence that clearly demonstrates an understanding of the definition, spell the word forwards and backwards, synonyms and antonyms, etc. 2. Introduce “The Walking Dead” and that it is not really about zombies but rather what people do in stressful situations. It is about the characters themselves, not the zombies. 3. Distribute the guided reading questions and read the graphic novel. Discuss the answers to the questions as you go or have the students answer them independently. USE RESOURCE: GUIDED READING QUESTIONS |

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| **AFTER READING, VIEWING, or LISTENING**   * how will students apply new knowledge in a new way? * how will students check to see if their understanding is correct? * how will students be prompted to reflect on what they learned? * how will students be prompted to reflect on how they learned it? |
| 1. Have the students select a character from the graphic novel and complete the Indirect Characterization graphic organizer. USE RESOURCE: INDIRECT CHARACTERIZATION GRAPHIC ORGANIZER 2. Using this graphic organizer, the students will then write a persuasive essay that will explain what kind of person their character is with proof to support their beliefs. USE RESOURCE: ESSAY OUTLINE   Extension Activities for Advanced Learners   1. Characterization can be extended into whether the character is a round, flat, dynamic or static character. Give students a brief definition of each character type and have them complete the graphic organizer Character Traits with the focus being examples that prove which type of character their character is. USE RESOURCE: CHARACTER TRAITS 2. With this graphic organizer, ther essay can be to prove which type their character is. 3. Have students complete Guidelines for Turning Graphic into the Written Word. Have the student select a page(s) from the graphic novel and they need to write the scene as if they were reading a book. Include all sensory details, emotions of the characters, motives, etc. USE RESOURCE: GUIDELINES FOR TURNING GRAPHIC INTO THE WRITTEN WORD |

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| **ASSESSMENT OF THE LESSON** |
| 1. Vocabulary Quiz 2. Participation in the Think-Pair-Share 3. Guided Reading Questions 4. Completed “Indirect Characterization Graphic Organizer” 5. Persuasive Essay |

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| **RESOURCES OR MATERIALS NEEDED FOR LESSON**   * Attach additional materials or resource documents to the lesson plan. |
| 1. Copies of “The Walking Dead Vol. 1” 2. Vocabulary 3. Indirect Characterization Graphic Organizer 4. Persuasive Essay Outline 5. Guided Reading Questions 6. Character Traits Graphic Organizer 7. Guidelines for Turning Graphic into the Written Word 8. Frayer Model 9. Indirect Characterization Graphic Organizer |

**REFLECTION:**

**Does my whole lesson include at least three items from the following categories?**

Please check the appropriate boxes.

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| **Discussion** | **Organizing** | **Writing** | **Vocabulary** |
| ☒ Think-Pair-Share  ☐Authentic Questions  ☐ Seed Discussions  ☐ Group Pattern Puzzles  ☐ Group Graphic Organizers  ☐ Carousel  ☐ Gallery Walk  ☐ Concentric Circles  ☐ Clock Buddies  ☐ Group QARs  ☐ Capsule Vocabulary | ☐ Power Thinking  ☐ Pattern Puzzles  ☒ Graphic Organizers  ☐ Venn Diagram/Comparison  ☐ Selective Underlining/Highlighting  ☐ Column Notes  ☐ History Frame/Story Map  ☐ Sticky Notes  ☐ Opinion-Proof/Conclusion-Support  ☐ Problem-Solution | ☐ Summarizing  ☐ Sum It Up  ☐ Framed Paragraph ☒ Writing Template  ☐ Journal/Learning Log  ☐ RAFT  ☐ Spool Paper  ☐ Sentence Synthesis ☐ Word Combining | ☐ Word Map  ☐ Concept of Definition Map  ☒ Graphic Organizers  X Sentence/Word Expansion  ☐ Word Combining  ☐ Capsule Vocabulary  ☐ Semantic Feature Analysis  ☐ Journal/Learning Log |