

Character Analysis Lesson Plan

School: Imani Montessori	Teacher: Imani Gross
Subject/Topic(s): Literature	
Grade Level: 7	Theme: Identity
<u>Curriculum Components Included:</u> <input type="checkbox"/> Project <input checked="" type="checkbox"/> Mini-Whole Grp <input type="checkbox"/> Lesson-Small Grp <input type="checkbox"/> Student engagement during lesson <input type="checkbox"/> Shelfwork <input type="checkbox"/> Rubric <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Seminar/Qs <input type="checkbox"/> Interdisciplinary <input checked="" type="checkbox"/> Outside Opportunity	
<u>Seven Gateways for Adolescence addressed in this lesson:</u> <input type="checkbox"/> Deep Connection <input type="checkbox"/> Silence & Solitude <input checked="" type="checkbox"/> Meaning & Purpose <input type="checkbox"/> Joy & Delight <input type="checkbox"/> Creative <input type="checkbox"/> Transcendence <input type="checkbox"/> Initiation	

<u>Standards/Objectives:</u> : 7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.		
<u>Materials: Teacher</u> <ul style="list-style-type: none"> • none 	<u>Materials: Student</u> <ul style="list-style-type: none"> • Literature Journal 	<u>Time/Dates</u> <ul style="list-style-type: none"> • TBD
<u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none"> • Elements of a story 	<u>Concepts/Big Ideas</u> <ul style="list-style-type: none"> • none 	
<u>Lesson Relates to Theme</u> (Note: Every content lesson will not directly relate to the theme) Identity as it characters in a story. How do we perceive identities.		
<u>Connection to Elementary Material or Lesson</u> Novel Study, Characters, Genres of Writing		

Step-by-Step Procedures		
<u>1st Period Lesson – 20 minutes (Include steps and materials)</u> 1. Watch a clip from The Unlisted 2. Invite the children to define the character traits <ol style="list-style-type: none"> What are their defining characteristics? How do they learn about each character? What words would they use to describe them? 3. Discuss stereotypes <ol style="list-style-type: none"> What is a stereotype, where do they come from? 		
<u>2nd Period – Recognition (Shelfwork)</u> <ul style="list-style-type: none"> • Harbor Me Shelfwork 	<u>2nd Period – Recall Practice</u> <ul style="list-style-type: none"> • Harbor Me Group Discussion 	
<u>3rd Period – Student Application</u> <ul style="list-style-type: none"> • Presentation of Identity work on Historical Figure of choice from McClung Museum 		
Plan for Differentiation		
<u>Teaching</u> Khan	<u>Work</u> none	<u>Assessment</u> Essay
<u>Outside Support: Who, What, How</u> none		
Formal Assessments		
<u>Formative Assessments</u> none		

Summative Assessment
none