

## 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> • none	<u>Materials: Student</u> • Literature Journal	<u>Time/Dates</u> • TBD
<u>Facts/Skills (Prior Knowledge)</u> • Elements of a story	<u>Concepts/Big Ideas</u> • 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>1<sup>st</sup> 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 a. What are their defining characteristics? b. How do they learn about each character? c. What words would they use to describe them? 3. Discuss stereotypes a. What is a stereotype, where do they come from?		
<u>2<sup>nd</sup> Period – Recognition (Shelfwork)</u> • Harbor Me Shelfwork	<u>2<sup>nd</sup> Period – Recall Practice</u> • Harbor Me Group Discussion	
<u>3<sup>rd</sup> Period – Student Application</u> • 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		

<u>Summative Assessment</u> none
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