Grade 12 English, University (ENG4U) Lesson Plan

Unit 4: Great Stories	**Lesson 4-3:** The Characters We Love	**Time:** 4 hours

Key Idea: This lesson will help you analyze characters in works of fiction, while learning about the types of characters and the ways you can use your sources. You will also develop your writing skills and create a plan for improving your writing.

Overall Ministry Expectations	Learning Goals and Success Criteria

Reading and Literature Studies
▪ 1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading
 	
▪ 1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts
 	
▪ 1.6 analyze texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements
 	
Writing
▪ 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing
 	
▪ 2.4 write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas
 	
▪ 2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations
 	
▪ 3.4 use grammar conventions correctly and appropriately to communicate intended meaning
	Reading and Literature Studies
	▪ Read a variety of texts. (1.1)
	  ○ I can read Shakespeare. (4-3B)
	▪ Identify important ideas and supporting details. (1.3)
	  ○ I can identify character details in a variety of texts. (4-3C)
	  ○ I can identify ideas and details for a character in my novel. (4-3E)
	▪ Analyze reading texts for a variety of elements. (1.6)
	  ○ I can understand the four character types. (4-3A)
	  ○ I can determine the character type of popular characters in a variety of texts. (4-3A)
	  ○ I can see how Shakespeare characters fit into the four character types. (4-3B)
	  ○ I can analyze characters in reading texts. (4-3C)
	  ○ I can analyze a character in my novel. (4-3E)
	
	Writing
	▪ Organize writing pieces. (1.4)
	  ○ I can organize my character analysis assignment into several, small sections. (4-3E)
	▪ Write effective sentences and connect them together. (2.4)
	  ○ I can use active voice and action verbs to write effective sentences. (4-3D)
	▪ Produce drafts of writing. (2.7)
	  ○ I can write a forum post about one of my novel study characters. (4-3B)
	▪ Use grammar correctly in writing. (3.4)
	  ○ I can correctly use subject-verb agreement, parallel structure, and sentence structure. (4-3D)
	▪ Produce final drafts. (3.7)
	  ○ I can submit a final draft for my character analysis assignment. (4-3E)
	▪ Reflect on helpful strategies, evaluate strengths and weaknesses, and identify steps for improving writing. (4.1)
	  ○ I can evaluate my writing challenges and identify specific goals for improvement. (4-3D)

clearly and effectively
▪ 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations
▪ 4.1 demonstrate insight into their strengths and weaknesses as writers, and practice the strategies they found most helpful when writing particularly complex texts to improve their writing skills

Materials Required	**HOTS (Higher Order Thinking Skills)**
▪ Moodle access & Internet ▪ Students need an electronic device	▪ Analyze reading and listening texts ▪ Identify form and elements of style ▪ Organize writing ▪ Write effective sentences ▪ Reflect on writing skills and make a plan for improvement

Purpose: What's the point?	**Learning Activity:** What is the teacher doing?	**Student Action:** What are students doing?
Clarify questions from previous lesson **(5 mins)**	Discuss exit cards responses of the previous lesson and provide support as needed	Clarify concerns and questions from previous lesson

Hook students into the lesson.
 	
(5 mins)
	Introducing Lesson Topic and Learning Goals
	
	▪ Ask whole class what they think about the quotation and if they believe great stories are character-driven.
	
	▪ Ask whole class to brainstorm their favourite characters in fiction. (Encourage them to use all the categories in the introduction.)
	
	▪ Write the learning goals on the board:
	
	    o Read a variety of texts.
	    o Identify important ideas and supporting details.
	    o Analyze reading texts for a variety of elements.
	    o Organize writing pieces.
		▪ Students discuss character-driven stories.
		
		▪ Students brainstorm their favourite fiction characters.
		
		▪ Students ask questions about the lesson if needed.

	○ Write effective sentences and connect them together. ○ Produce drafts of writing. ○ Use grammar correctly in writing. ○ Produce final drafts. ○ Reflect on helpful strategies, evaluate strengths and weaknesses, and identify steps for improving writing. ▪ Introduce main activities in the lesson.	
Students learn the four character types and apply that to famous characters they know. **(35 mins)**	**4-3A: Analyzing Characters** ▪ Introduce the topic and activity. (Use Moodle introduction as needed.) ▪ Introduce the video. *Prompt: "This video will give us the key terms we need to know about analyzing characters."* ▪ Give students listening task before watching video. (Define the four types of characters: flat, round, static, dynamic) ▪ Watch the video. ▪ Ask whole class to define the four character types. ▪ Write answers on the board and discuss. ▪ Add explanations as needed. ▪ Transition to exercise. *Prompt: "Now let's practice these terms with characters we know."* ▪ Have whole class list as many characters they know from popular movies, TV shows, novel, fairy tales, video games, etc. (Encourage them to list more than just the main characters) ▪ Put students in groups. ▪ Explain the task. (Decide if the characters in the list are flat, round, dynamic, or static.) ▪ Remind students the characters should be more than one type by using an example. (e.g. Harry Potter is round because we know many details of his personality and dynamic because he changes throughout the novels.) ▪ Give groups time to complete the activity. (Encourage them to use the Moodle page for explanations and examples if they need support.)	▪ Students watch video. ▪ Whole class defines and discusses the four character types. ▪ Whole class brainstorms famous characters they know. ▪ Groups decide if the characters are round, flat, static, or dynamic. ▪ Whole class debates opinions.

	▪ Elicit answers from whole class.	
	▪ Write the answers beside the characters in the list on the board.	
	▪ Debate answers as needed. (These are subjective answers, so you will have different opinions from students.)	
	▪ Discuss as needed. (You will probably notice a pattern of major characters being round/dynamic and minor characters being flat/static.)	
	▪ Conclude activity.	

Students consider how famous Shakespeare characters fit into the four categories.
 	
(35 mins)
	4-3B: Theatre's Great Characters - Shakespeare
	
	▪ Introduce the activity. (Use Moodle introduction as needed.)
	
	▪ Introduce the video. (Use the Moodle introduction as needed.)
	
	▪ Give students listening task before watching video.
	
	    o What is this speech about?
	    o What is Hamlet thinking about?
	    o Do you think this speech shows Hamlet as a static, dynamic, round, or flat character? Why?
	
	▪ Watch the video.
	
	▪ Discuss the questions as a whole class.
	
	▪ Introduce the Moodle page. *Prompt: "Now let's look at some more examples of different character types from other Shakespeare plays."*
	
	▪ Break the class into four groups. (Or eight if you have several students)
	
	▪ Assign one of the character types to each group. (4-3B: Shakespeare Characters)
	
	▪ Give groups time to read the explanations and quotations.
	
	▪ Give groups time to prepare a short presentation explaining the character type with the Shakespeare example. (Encourage them to explain the specific lines from the quotation that show character type. The flat characters group should explain what a soliloquy is.)
	
	▪ Have the groups present.
		▪ Students watch video.
		
		▪ Whole class discusses questions about video.
		
		▪ Groups prepare a short presentation to explain their character type and example.
		
		▪ Groups present.
		
		▪ Groups think of modern examples of Shakespeare character types.
		
		▪ Students complete the forum exercise individually.

	▪ Add explanations and discuss after each group presents.	
	▪ Transition to practice exercise. *Prompt: "Now let's think about how these character types from Shakespeare have been used and adapted throughout the history of literature and fiction."*	
	▪ Keep students in groups.	
	▪ Have the groups complete the practice exercise.	
	▪ Elicit answers and give additional ideas as needed.	
	▪ Discuss as a whole class.	
	▪ Introduce the forum exercise. *Prompt: "Let's finish with a writing exercise."*	
	▪ Give students time to complete the forum individually.	

Students learn how to analyze a character.
 	
(35 mins)
	4-3C: Writing a Character Analysis
	
	▪ Introduce activity. (Use Moodle introduction as needed.)
	▪ Introduce Moodle page (4-3C: Character Analysis)
	▪ Read the first section as a whole class. (Character Types)
	▪ Brainstorm examples after reading each character type.
	▪ Discuss as needed. *Prompt: "Does everyone think she is an anti-hero? Why or why not?"*
	▪ Introduce next section. *Prompt: "Now let's look at how you can use evidence from your novel or story to analyze the character."*
	▪ Put students in pairs.
	▪ Have pairs read the section together. (Using Evidence in Your Analysis)
	▪ Have pairs complete the practice exercise. (Answer the questions about one character they choose.)
	
	    o What type of character are they? (Likely more than one)
	    o What do they look like?
	    o What are their personality traits?
	    o What actions do they take?
	    o How do their actions affect others?
	    o What motivates them to take these actions?
	    o How would you describe the language and vocabulary they use?
		▪ Whole class reads character types and brainstorms examples of each.
		
		▪ Pairs read how to use evidence to analyze characters.
		
		▪ Pairs complete the practice exercise together.
		
		▪ Students complete the quiz individually.

	o What does their name or nickname tell us about the character?	
	■ Give students time to complete the quiz individually.	
	■ Conclude activity by reminding students they will need this knowledge to complete their assignment.	

Students think of examples for the character types.
 	
(35 mins)
	4-3C: My Favourite Characters-CA
	
	■ Introduce activity. (Use Moodle introduction as needed.)
	
	■ Explain the exercise. (Use Moodle explanation as needed.)
	
	■ Have students think about a character they like for each of the types. (Encourage students to choose characters from fiction they enjoy—for example video games, anime, comics, oral stories, TV shows, etc.)
	
	   o Dynamic
	
	   o Static
	
	   o Flat
	
	   o Antagonist
	
	   o Foil
	
	   o Stock
	
	   o Symbolic
	
	   o Anti-Hero
	
	■ Put students in pairs.
	
	■ Have pairs complete the exercise.
	
	   o Person A says a character from the list.
	
	   o Person B guesses the character type.
	
	   o Person A confirms.
	
	   o Person B says a character from the list.
	
	   o Activity continues with partners taking turns guessing.
	
	■ Have students switch partners.
		■ Students choose an example for each character type.
		
		■ Students tell a partner the examples and the partner guesses the character type.
		
		■ Whole class discusses the examples and how they represent each character type.

	▪ Switch partners as often as time permits. ▪ Elicit student examples for each character type in the list above. *Prompt: "Who has an example of a dynamic character?"* ▪ Write the examples on the board. ▪ Choose the best representations from each character type. *Prompt: "Which of these characters do you think best represents a stock character? Why?"* ▪ Conclude activity.	

Students review writing tips and reflect on their skills.
 	
(35 mins)
	4-3D: Improving Your Writing
	
	▪ Introduce activity. (Use Moodle introduction as needed.)
	
	▪ Introduce the activity. (Read the tips and choose the one that is most relevant for you.)
	
	▪ Give students time to read the tips individually. (4-3D: Improving your Writing)
	
	▪ Have students choose the tip they think is most important for them. (1-5)
	
	▪ Have students organize themselves into groups based on the tip they chose. (You should have 5 groups, one for each tip.)
	
	▪ Have groups discuss these questions:
	
	    o Why did you choose this tip?
	
	    o Why do you think this is a challenge for you as a writer?
	
	    o How can you improve in this area?
	
	    o What is your specific plan to improve in this area of your writing?
	
	▪ Have groups share their ideas for the final question (the specific plan to improve).
	
	▪ Discuss and add suggestions as needed.
	
	▪ Give students time to complete the quiz individually.
	
	▪ Conclude activity by having students reflect on why it is important to improve their writing skills.
		▪ Students read the writing tips individually.
		
		▪ Students choose the most important tip for them.
		
		▪ Students form groups based on which tip they chose.
		
		▪ Groups discuss the questions and their writing challenges.
		
		▪ Groups share a plan to improve writing skills.
		
		▪ Students complete the quiz individually.

Students complete a character analysis	**4-3E: Formative Assignment – Character Analysis**	▪ Students ask questions about the

| based on their novel.

(45 mins)	▪ Introduce the assignment. ▪ Explain the requirements for the assignment. ▪ Review the rubric and answer any questions. ▪ Tell students they will complete the assignment individually at home.	requirements or the rubric as needed.
Students recap the learning session and reflect on the success criteria.

(5 mins) | **4-3F: Wrap up & Reflection**

▪ Go through the success criteria checklist and jointly affirm the learnings using *4-3F: Success Criteria Checklist.* | ▪ Students ask questions and clarify as necessary. |
| Students take time to reflect upon the lesson.
(5 mins) | **4-3: Exit Card**
Instruct students to complete exit cards | Complete exit card |