*English Instructional Plan Plot and Characterization -7*

## Primary Strand: 7.5 - Reading

## Integrated Strand/s: Writing 7.7, Research 7.9, Communication and Multimodal Literacies 7.1

## Essential Understanding:

* Understand that the author uses images to craft a message and create characters.
* Recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.

## Essential Knowledge, Skills, and Processes:

* Recognize the elements of a narrative structure to include:
  + Plot
  + Characterization
  + Setting
  + Conflict

## Primary SOL: 7.5a - The student will describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.

## Reinforced (Related Standard) SOL:

* 7.7 - The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on expository and persuasive writing.
* 7.9a - The student will formulate and revise questions about a research topic.
* 7.9b - The student will collect, organize, and synthesize information from multiple sources.

## Academic Background/Language:

* Historical References based on text.

## Materials

* Realistic Fiction Texts
  + Examples: “The First Day of School” (short story) ; “The Ballad of Birmingham” (song)
* Character/Setting/Conflict/Plot Graphic Organizer
* Visuals (photographs or works of art)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

Before beginning, review any historical background information that will be aligned to the text you choose for this lesson. Have visuals displayed around the room to help with the background information. Be sure that students know any relevant facts from the time period you will use, for example information about the 16th Street Baptist Church Bombing if you use “The Ballad of Birmingham” or information about segregation (*Brown vs. Board of Education*) for “The First Day of School.”

* Say *“Today we will learn how setting influences plot and character while we read. Remember that the series of events in a work of fiction is called the plot, and it usually centers around a conflict or struggle faced by a main character. You also know that setting is when and where a story takes place. We will read a text that is fictional but contains historical events that are true.”*
* Have students view any visuals associated with the story they are to read, jotting down any “A-Ha” moments they encounter while viewing the visuals.
* Have students complete a quick write or list four facts they may know about the time period of study. This can be based on their gallery walk or from their own knowledge. Discuss their findings whole group.
* Review conflict with students.
* Review characterization.
* Say *“Author’s use characterization to give qualities to their characters through physical or personality descriptions, through characters’ interactions with others, and with interactions with the plot. Characters may also have many conflicts throughout a text. Author’s also use setting to directly influence the events in the plot, depending on what kind of conflict is present.”*
* Introduce your text
* Distribute the graphic organizer.
* Review any key vocabulary from the text you have them read.
* Say *“As you read, note how the text’s setting influences the characters, and the plot development. As you are reading consider how the setting creates and reveals the conflicts of the plot. Use the graphic organizer to chart the setting and how the character’s or conflict affects the plot.”*
* Discuss how the plot would change if the setting changed or a character behaved differently.
* Model, more than once, this idea for students before you release them to the entire text. Also model how to mark any details that will help them understand the setting of the text and how to analyze the influence of setting on plot and character. Have students record their ideas on the remainder of the chart.
* After the students have finished, have them pair and share findings with each other, filling in any missed information from their partner’s charts.
* Have the student pairs share one concept from their chart to the entire group.

## Assessment (Diagnostic, Formative, Summative)

* Students complete the graphic organizer as a formative assessment.

## Writing Connections:

* Based on the completed Plot section of the graphic organizer, have students rewrite the ending of the story.
* Students can respond to the following questions:
  + How did the historical setting of the text motivate the character or characters?
  + What impact did the setting have on the plot?
  + If the setting changed, how would the plot change?
  + If the characters behaved differently in the story, how would the plot change?

## Extensions and Connections (for all students)

* Have students research additional information of the historical context based on the visuals they reviewed (at the onset of the lesson) and based on the text they read.
* Using current events in today’s society, students compare and contrast the historical context of the story with recent news articles.
* Using two different texts, students pretend to switch the main characters in both stories. Then have the students rewrite the story based on that character’s behavior. (For example, if you switch the shark in Jaws with the friendly dolphin in Flipper, the plot would completely change.)

## Strategies for Differentiation:

* Students with accommodations use available technology to allow them to access audio recordings of the stories.
* Students with accommodations have the option to choose shorter stories with a lower Lexile level.
* For English Learners, find stories representative of their culture and language backgrounds.
* Provide ELs with sentence frames/starters to help get the conversation started when they are in their small groups. For example, “At first I thought \_\_\_\_ but now I think\_\_\_\_ because \_\_\_\_. I like how this article uses \_\_\_\_ to show \_\_\_\_. This word/phrase stands out to me because \_\_\_\_.”

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

## Character, Setting, Conflict, Plot Graphic Organizer

