**Speaking and Listening**

**Presentation of knowledge and ideas:**

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Reading Standards for Literacy in History/Social Studies**

**Key Ideas and Details:**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Objectives:**

1. Students will organize group findings and assign group roles in order to effectively present information.
2. Students will summarize key ideas from a historical fiction text with an emphasis on characters and plot.
3. Students will create their own characters using a scaffold. They will need to take into account all the different aspects of characterization.

**Materials**:

Role worksheets; Historical text (I’ll be using “Between Shades of Gray” by Ruta Sepetys.); Story pyramid handout and an example of a completed story pyramid; crayons/markers/colorful writing utensils; characterization handout; character worksheet; “you talk, I write” handout

**Instructional Strategies:**

**Lesson Lead:**

“Today, we’re going to continue on with our discussion of characterization.”

**Transition to Lesson:**

“Continuing from yesterday, we will first present our group findings from our character analyses that we completed yesterday.”

**Procedure I:**

Place the chart paper from yesterday with each group. Students will continue with yesterday’s project as they present their stories and characters to the class. They should share a short summary of their story, the character traits and the textual evidence used to support the traits. Each group should share at least 3 character traits. (One student summarizes, and three students share a characteristic. \*\*Make these roles be known with role worksheets. Everyone has a job.) Be sure to emphasize effective speaking strategies. Students should be given some time to organize their findings and decide how to present them. (20 min: 8 min. to prepare and 2 min. per group to present)

**Transition:**

“We will switch gears a little and learn a new way to summarize. This summary will focus primarily on character and plot.”

**Procedure II:**

Explain to students that you will read them an excerpt from a historical-fiction text. They need to listen carefully because they will be using this text to create a Story Pyramid afterward. Read to the class the first two chapters of “Between Shades of Grey.” Explain the historical context of the story (Situation similar to the Holocaust; Stalin ruled the Soviet Union, and they invaded Lithuania (where Lina lived). Lina’s family, along with many others, were uprooted from their homes (in a fashion that came to be known as Stalinist purges) and sent to Siberia where they slaved in ghetto work camps. The NKVD (the public and secret police organization—similar to the Nazis—of the Soviet Union) treated the Lithuanians terribly as they herded them from their country.) (10 min.)

Hand out Story Pyramid worksheet. Explain to students what they are to do, and show them an example of a story pyramid. Explain to them that this is a summarizing tool that organizes a main idea of a text. Students will create their own pyramids. (15 min.)

Students can share their story pyramids. (5 min.)

**Transition:**

That’s an interesting tool you can use if you need to quickly summarize a particular text. This could always be used as a way to organize thoughts before you have to actually write a summary. We’re going to switch back to characterization now and create some characters of our own.

**Procedure III:**

Hand out the characterization worksheet. Tell students to disregard the types of characters until a later time. Have students look over the worksheet and ask questions about words they don’t understand. You may need to explain things such as marital status, social class, ambitions, etc. (5 min.)

Students create their characters, filling in all aspects except character type. (This will come later.) (15 min.)

**Transition:**

“Now let’s pair up and share our characters with a partner.”

**Procedure IV:**

Students will pair up and complete a “You talk, I write” about the character they created. One student will talk about their character while the other only listens and writes. \*Only one partner should be talking at a time. (4 min. per partner, 8 min. total.)

Share (3 min.)

**Closure:**

Students will write a story in their writing journal with their character as a main character. This should be a creative piece that includes dialogue, character actions/thought, and/or description. Give students choice: This can be a written narrative, a play, a cartoon, or even a detailed drawing of the character. Express that this piece does not need to be extensive. A page of written work will suffice. The purpose of this is to just get creativity flowing because students will need to use this character for their final project. (8 min. plus will need to be finished for homework.)

**Evaluation:**

The teacher’s evaluation will focus on three main objectives within this lesson: the students’ understanding of how to effectively contribute to group presentations; the students’ ability to quickly summarize a story using the story pyramid; and the students’ understanding of characterization. The students’ understanding of how to effectively contribute to group presentations will be evaluated holistically during each group’s presentation and individually based on each student’s completion of his/her role worksheet. The teacher will grade these worksheets and hand back the next day. The students’ understanding of summarizing will be evaluated based on their completion of the story pyramid. The evaluation of the students’ understanding of characterization will be assessed when the students complete and present their final character projects at the end of the unit. The teacher should have a good idea of where each student stands, though, based on the completion of each student’s character worksheet.