Ellen Townsend
Summer 2009
Dr. Verplaetse

Unit:
8th Grade Language Arts

Characterization in “Stop the Sun”
By Gary Paulsen
Introduction
Ellen Townsend  
FLA 518: Unit Selection  
Dr. Verplaetse  
7/23/09

1) Title: Characterization in “Stop the Sun” by Gary Paulsen

2) Grade Level: Eighth Grade

3) Target Group: Mainstream (language arts) class with integrated ELL students

4) Source of written reading materials:  
The Language of Literature, McDougal Littell, pgs. 48-57, 2002.  
“Stop the Sun” by Gary Paulsen

5) Source of lessons: See attached; self-written

6) Unit Learning Goals:
   o I want my students to know people are changed by the events in their lives.
   o I want my students to know the literary term/story element characterization and how it is used in writing to demonstrate character development.
   o I want my students to know the various aspects for identifying characterization and how to use them to interpret a person/character.
   o I want my students to know how to incorporate specific textual evidence to support character traits they have chosen, and explain/conclude what the quotes mean about their character(s).
   o I want my students to know how to identify the events in a story that change a character’s life, viewpoint, relationship with another character, or other aspect.

Pre reading Activities:

- Vietnam War historical background/overview using textbook information in the McDougell Littell anthology and supplementary pieces of nonfiction

- Include visual of world map denoting location; pictures of soldiers from era

- Vocabulary
Lesson 1
<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Content/Knowledge Goals</th>
<th>Language Goals</th>
</tr>
</thead>
</table>
| Writing-Interpreting character traits                                        | 1) Students will be able to identify character traits of people and characters and interpret meaning from these traits.  
2) Students will be able to list and explain the ways authors use characterization in writing. | 1) Students will be able to write an explanation of a person's character traits and their meanings.  
2) a) Students will be able to write the main methods of characterization and explanations for each of the four categories.  
2) b) Students will be able to discuss the specific ways a character has been characterized. |
| Level 5 Nearly Fluent                                                        | Compose a paragraph interpreting meaning about a person based on his/her character traits. |                                                                                  |
| Level 4 Intermediate                                                        | Compose four complete sentences interpreting meaning based on someone's character traits. | Compose phrases that make conclusions about the meaning of someone's character traits. |
| Level 3 Speech Emerging                                                      |                                                                                         | Complete phrases that determine meaning from character traits, with the help of a master list of character traits. |
| Level 2 Early Production                                                     |                                                                                         | Write character traits of a person with the help of a master list of traits.     |
| Level 1 Preproduction                                                        |                                                                                         |                                                                                  |
| Speaking-Determining characterization used for a character                  | Present what other characters say about this character and how other characters treat and react to the character. (Small group) | Present any category of characterization they feel comfortable with talking about.  
(Small group)                                                                 |
<p>| Writing-Defining and explaining the methods of characterization              | Produce list of terms with full explanations of the main methods of characterization in a graphic organizer. | Match four provided terms of characterization to definitions that have been provided on a graphic organizer. |
|                                                                            | Produce descriptions of the main methods of characterization that have been provided on a graphic organizer. |                                                                                  |
|                                                                            | Identify correct terms to match with provided definitions for the main methods of characterization on a graphic organizer. |                                                                                  |
|                                                                            | Write out the four methods of characterization.                                            |                                                                                  |</p>
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary/Words</th>
<th>Grammar</th>
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</thead>
<tbody>
<tr>
<td>Identifying</td>
<td>Introduction to Characterization</td>
<td>1) The character __________ is __________.</td>
<td>1) Characterization</td>
<td>Present Tense</td>
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<td>and Defining</td>
<td>Using character traits</td>
<td>A character trait he has is _________________.</td>
<td>Character</td>
<td>Verbs</td>
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<td>2a) The character ________________.</td>
<td>Character traits:</td>
<td>Adjectives</td>
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<td></td>
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<td>says________________________.</td>
<td>Nice, mean</td>
<td>Nouns</td>
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<td>2b) The character ________________ (does)</td>
<td>Pretty, ugly</td>
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<td>_________________.</td>
<td>Tall, short</td>
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<td>2c) The character ________________ feels __________ about _________________.</td>
<td>Hurtful, rude</td>
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<td>Funny, boring</td>
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<td>Sweet, careless</td>
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<td>Caring, selfish</td>
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<td>Giving, taking</td>
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<td>Respect, hurtful</td>
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<td>Helpful, crazy</td>
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<td>Thoughtful steals</td>
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<td>Honest, lies</td>
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<td>2d) The character ________________ thinks__________ about _________________.</td>
<td>2) Looks</td>
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<td>Act/Acts</td>
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<td>Interpretive</td>
<td>Character</td>
<td>2e) Other characters say ________________ is __________.</td>
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<td>2f) Other characters act __________ towards __________.</td>
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<td>The character __________ is __________ because __________________________.</td>
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Day 1: Modified Lesson Plan

Objectives:

- Students will be able to identify character traits of people and characters and interpret meaning from the traits.
- Students will be able to list and explain the ways authors use four main methods of characterization in writing.

Frontload Vocabulary Words/Concepts for Level 1 & 2: Character, Character Traits
*Character: Handout with pictures/names of various well-known characters. (See 1.1)
*Character Traits: Handout Good list/Bad list (See 1.2)

1) Building Background/Modeling: Graphic Organizer

- Using a character all students know (ex. Spongebob, fairy tale character), have class discussion through prompted questions, modeling how readers can identify and explain traits of a character.
- Provide visuals of character and his surroundings on the board.
- Have student chart answers on the board.

Level 1: Spongebob traits provided on GO. Paired. Check off when word used (See 1.3)
Level 2: Spongebob traits provided on GO. Check off when word used. (See 1.3)
Level 3: Paired to complete GO mainstream students are using (See 1.4)
Level 4, 5: Use GO mainstream students are using. (See 1.4)

Sample discussion:
T: If I were to ask you to describe Spongebob to me because I don’t know anything about him, what would you say?
S: He lives in the ocean in Bikini Bottom
T: What does this mean about him? S: He’s used to or likes the water
T: Good- two new things I’ve already learned, he lives in Bikini Bottom in the ocean and likes the water. What else can you tell me about him? S: He’s funny because all the other characters laugh at him
T: Yes, how does he make them laugh
S: He says funny sayings
T: Okay, so I can tell a lot about Spongebob from the way other character act towards him, what else can you tell me about Spongebob from the way other character talk about him or act towards him? S: various answers, discussion continues, another example might be S: He is a yellow sponge
T: How could I tell him apart from other yellow sponges?
S: He has a shirt and tie on all the time, etc. Determine 12-15 points about character (10 m)

* Use pauses, repetition and continue pointing to Spongebob graphics and labels

2) Characterization handout: What it is, how and why authors use it

**Some information taken from www.readwritethink.org

- Read and discuss (10 m)
- Go back to activity w/character and categorize each point into one of the four major techniques of characterization by putting a number next to each one. (5 m)
Level 1: Handout focusing on key words: underlined with graphics (See 1.5)
Level 2: Same as above (See 1.5)
Level 3: Handout defines four categories and examples in simpler terms (See 1.6)
Level 4: Characterization handout has key words underlined/bolded (See 1.7)
Level 5: Same handout as mainstream (1.8)

3) **Graphic Organizer Using Characterization**: (10 m)
   - Ss will either work individually or with partners to complete a GO that describes someone they know using the four characterization techniques. (10 m)

   | Level 1: GO with key words for categories. Draw characteristics/symbols of character when possible on GO. Partners (See 1.9 and 1.2) |
   | Level 2: Same as above. Copy terms from character traits sheet provided earlier. (See 1.9 and 1.2) |
   | Level 3: GO with phrases explaining the four categories. (See 1.10) |
   | Level 4, Level 5: GO with statements explaining the four categories (See 1.11; 1.12) |

4) **Whole class discussion.**
   - Clarify *how* students determined traits
   - *(i.e. Q: How do you know *she feels excited to be around her friends*? A: She always gets a big smile and gives me a hug when she sees me and her other friends.)*

   | Level 1: Present/share any words/phrases they found of characterization |
   | Level 2: Present their words/phrases of any category they feel comfortable with talking about. |
   | Level 3: Present their findings of category two |
   | Level 4: Present their findings of category three |
   | Level 5: Present their findings of category four |

   *Student volunteer copies down terms/traits of people written about, to create a master list of character traits that will become a word wall for the week. (10 m)*
   *Homework assignment for the night, students find one graphic to represent a trait, both allowing for ELLs to have graphics next to the traits, and saving me some work!*

5) Ss complete **graphic organizer** by writing conclusions about the person they know
   What conclusions can you make about the person from the character traits you have identified for this individual?

   Refer to 1.9-1.12 for different expectations
   | Level 1: Write terms that draw conclusions from character traits of their person. (See 1.9) |
   | Level 2: Write terms that draw conclusions from character traits of their person. (See 1.9) |
   | Level 3: Write phrases interpreting character traits of their person (See 1.10) |
   | Level 4: Write sentences interpreting character traits of their person (See 1.11) |
   | Level 5: Write paragraph interpreting character traits of their person (See 1.12) |
Modify Language: Utilize phrases students need to know in order to have success discussing characterization. Modeling statements by saying “This student’s person, Steve, is creative because he writes song lyrics.” “This student’s mother is hard-working, because she holds two jobs and cleans the house when she gets home.”

6) Characterization organizer/outline requiring them to define and explain the four categories of characterization? (10m)

Level 1: Students write out the words they used for characterization (1.13)
Level 2: Ss write the correct terms of characterization to match descriptions using word bank (1.14)
Level 3: Ss write the correct terms of characterization to match descriptions. (1.15)
Level 4: Ss write the correct descriptions under the terms of characterization. (1.16)
Level 5: Ss write terms and descriptions for the four types of characterization (1.17)
CHARACTER

- Made up or real
- Person, animal, more!
- Books, cartoons, movies, TV shows, comics

EXAMPLES:
- HP
- Superman
- Dora and Diego
- The Cat in the Hat
- Mickey Mouse
Character Traits

- About a character
- Describing someone
- Can be good, bad, or in the middle

<table>
<thead>
<tr>
<th>GOOD</th>
<th>BAD</th>
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<tbody>
<tr>
<td>Happy</td>
<td>Mean</td>
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<tr>
<td>Nice</td>
<td>Bully</td>
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<tr>
<td>Funny</td>
<td>Careless</td>
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<td>Sweet</td>
<td>Selfish</td>
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<td>Caring</td>
<td>Lies</td>
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<td>Giving</td>
<td>Cheats</td>
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<td>Respectful</td>
<td>Steals</td>
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<td>Helpful</td>
<td>Hurtful</td>
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<td>Thoughtful</td>
<td>Rude</td>
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<tr>
<td>Honest</td>
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</tbody>
</table>

These traits make a person good.

These traits make a person bad.

Middle

- Sad
- Worried
- Bored
- Tired

These don't make a person good or bad.

The character is ___________________________.

Levels 1.2
Characterization of Spongebob Squarepants

- Has a pet snail
- Has a pineapple house
- Has a job
- Has a friend Patrick
- Hs a pet snail
- Has a pineapple house
- Has a job
- Has a friend Patrick

- Is funny
- Is nice
- Is a yellow sponge
- Is wearing pants, shirt, and tie
CHARACTERIZATION

- Author describes a character

How?
1) What character looks like (physical)

2) What character says and does

3) What character thinks and feels

4) What other characters say and what they do to that character
CHARACTERIZATION (Level 3)

- Show character’s personality
- Authors use to help readers understand

How?
1) What a character looks like: physical appearance, clothes, hair, unique traits, observances, etc.

Example
Her walk showed us she was tall from a long distance away. Her long arms swayed slowly at her sides.

2) What character says and does: how a character speaks, what he/she speaks about, what actions the character does, how the character behaves

Example
He yelled out: "I will never forget the day you ruined my life!" The door slammed angrily behind him.

3) What character thinks and feels: What the character reveals through private thoughts and emotions

Example
In a letter home I wrote "Dear Mother, The long war has changed who I am. I now cherish the family I left behind. The days get longer as I miss home."

4) What other characters say and what they do to that character: How others feel or react to the character, What others say about or to the character

Example:
They all praised the fireman as the puppy came out of the burning house. "Hooray!" "A true hero," and "SO brave," the shouts exclaimed.
CHARACTERIZATION (Level 4)

- Literary element to help show character personality
- Authors use to help readers understand a character
- Direct characterization: Author tells reader through a description
  EX: The patient boy waited for the curious girl to quit looking through the creek for frogs.

- Indirect characterization: Author shows traits that reveal a character's personality through four main methods

  How?
  1) What a character looks like: physical appearance, clothes, hair, unique traits, observances, etc.
  Ex: His cocoa-brown skin accented the almond shaped eyes that held a mystery anyone could see in a moment's glance.

  2) What character says and does: how a characters speaks, what he/she speaks about, what actions the characters does, how the character behaves
  Ex: By the tone of her voice, we knew she was at her breaking point. The teacher cautiously paused before an eerie monotonous warning: "This is your last chance to calm down and find your seats before repercussions will be used." She then stood with arms folded, maintaining her menacing glare.

  3) What character thinks and feels: What the character reveals through private thoughts and emotions
  Ex: I have lost all opportunities to erase the unforgiving error I made years ago. The continuous guilt is masked by a never ending smile that says: I'm fine. What a lie! I'll carry this with me the rest of my life.

  4) What other characters say and what they do to that character: How others feel or react to the character, What others say about or to the character
  Ex: The rest of the group exclaimed thoughts of gratitude for the charitable gift he had given. "Mark, without your monetary contribution, the team never would have entered the tournament and won. We all thank you."
CHARACTERIZATION

- Literary element by which an author reveals the personality of a character
- Authors use this method to help the reader better understand a character
- **Direct characterization**: Author tells reader through a description
  Ex: The patient boy waited for the curious girl to quit looking through the creek for frogs.

- **Indirect characterization**: Author shows traits that reveal a character's personality through various methods

  How?
  1) **What a character looks like**: physical appearance, clothes, hair, unique traits, observances, etc.
  Ex: His cocoa-brown skin accented the almond shaped eyes that held a mystery anyone could see in a moment's glance.

  2) **What character says and does**: how a character speaks, what he/she speaks about, what actions the characters do, how the character behaves
  Ex: By the tone of her voice, we knew she was at her breaking point. The teacher cautiously paused before an eerie monotonous warning: “This is your last chance to calm down and find your seats before repercussions will be used.” She then stood with arms folded, maintaining her menacing glare.

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  Ex: I have lost all opportunities to erase the unforgiving error I made years ago. The continuous guilt is masked by a never ending smile that says: I'm fine. What a lie! I'll carry this with me the rest of my life.

  4) **What other characters say and what they do to that character**: How others feel or react to the character, What others say about or to the character
  Ex: The rest of the group exclaimed thoughts of gratitude for the charitable gift he had given. “Mark, without your monetary contribution, the team never would have entered the tournament and won. We all thank you.”
Name________________
Date________________
Mrs. Townsend, Bl_____
Characterization: Draw pictures or write words from list
Person you know:

<table>
<thead>
<tr>
<th>1) looks:</th>
<th>2) says:</th>
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<th>3) feels:</th>
<th>4) Others say:</th>
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<td>believes:</td>
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What does it mean?
Examples:
Mom is happy.
John is nice.
____________________ is ______________________
____________________ is ______________________
____________________ is ______________________
Characterization

Person you know:

<table>
<thead>
<tr>
<th>1) My person looks:</th>
<th>2) My person says:</th>
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<td>My person does:</td>
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<th>3) My person feels:</th>
<th>4) Others say this about my person:</th>
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<td>My person believes:</td>
<td>Other act like this to my person:</td>
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What does it mean?

Complete phrases that describe what these character traits mean about your person:

For example: My friend John is respectful to his parents. Mom feels happiest at family holidays.

- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________
Characterization of a Person: Use the four methods of characterization to identify character traits for someone you know.
Person:

<table>
<thead>
<tr>
<th>1) What does this person look like</th>
<th>2) What does this person say and do?</th>
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<tr>
<th>3) What are this person's beliefs and feelings?</th>
<th>4) What do others say about this person? How do others act towards this person?</th>
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Interpret: Write 4-5 sentences describing what you think these character traits mean about your person
1)..........................................................................................

2)..........................................................................................

3)..........................................................................................

4)..........................................................................................
Characterization of a Person: Use the methods of characterization to identify character traits for someone you know.

Person:

<table>
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<tr>
<th>1) What does this person look like</th>
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Interpret: Write a paragraph describing the conclusions you can make about this person from the character traits you have identified.

__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
What are the four ways of characterization?

1)

2)

3)

4)
Four Methods of Characterization

Define and Explain the four major methods an author uses to reveal the personality of a character. Add an illustration (picture) or example

5) ________________________:
   physical appearance, clothes, hair, unique traits, observances, etc.
   Illustrate:

6) ________________________:
   how a character speaks, what he/she speaks about, what actions the character does, how the character behaves
   Illustrate:

7) ________________________:
   What the character reveals through private thoughts and emotions
   Illustrate:

8) ________________________:
   How others feel or react to the character, What others say about or to the character
   Illustrate:

| Looks          | thinks and feels |
| Say and does   | others say and do |
Four Methods of Characterization

Define and Explain the four major methods an author uses to reveal the personality of a character. Add an illustration (picture) or example

1) ___________________________
   physical appearance, clothes, hair, unique traits, observances, etc.
   Illustrate:

2) ___________________________
   how a character speaks, what he/she speaks about, what actions the character does, how the character behaves
   Illustrate:

3) ___________________________
   What the character reveals through private thoughts and emotions
   Illustrate:

4) ___________________________
   How others feel or react to the character, What others say about or to the character
   Illustrate:
Four Methods of Characterization
Define and Explain the four major methods an author uses to reveal the personality of a character. Add an illustration (picture) or example

1) What a character looks like:

Illustrate:

2) What a character says and does:

Illustrate:

3) What a character thinks and feels:

Illustrate:

4) What other characters say about and what they do to the character:

Illustrate:
Four Methods of Characterization

Define and explain the four major methods an author uses to reveal the personality of a character. Add an illustration (picture) or example.

1) __________________________:  
   ____________________________________________________________
   Illustrate:  
   ____________________________________________________________

2) __________________________:  
   ____________________________________________________________
   Illustrate:  
   ____________________________________________________________

3) __________________________:  
   ____________________________________________________________
   Illustrate:  
   ____________________________________________________________

4) __________________________:  
   ____________________________________________________________
   Illustrate:  
   ____________________________________________________________
The unit starts with an exercise of building background and allows students to be exposed to similar vocabulary through the use of a shared experience by characterizing a familiar character all students should have knowledge of. Throughout the lesson, ELLs will be listening to and utilizing comprehensible input through the teacher’s and students’ use of synonyms and accessible vocabulary that still challenges them to think about the use of characterization and analyzing characters’ traits. Through handouts with key words, descriptions, redundancy, and visuals, students will have repeated exposure to the words and pictures with them to help with memory and recall.

Students have been provided modifications that will allow them to better understand the material and still participate in cognitively challenging activities. With the use of realia-many graphics representing words-and other pictures helping to demonstrate characters, character traits and characterization, students will learn the vocabulary to help them succeed in these lessons. There is constant student interaction among the entire class period through whole class discussion, partner and small group work, thus enabling students to establish identity (through characterization conversations about people they know) and listen to each other’s thoughts and ideas.

The lesson will help students to develop their academic language. The terms used in this unit-character, characterization, character traits, and more-are vocabulary continuously used throughout English and language arts classrooms for years. They will hopefully gain the confidence necessary to use these terms past these lessons and apply to future academic conversations. Many of the terms will be used in a variety of ways because of the nature of repetition and finding terms best fit for beginning level ELLs, so they will hear the same terms used over and over, but also other terms used interchangeably.
Lesson 2
FLA 518: Lesson Two-Language and Content Goals expressed through Performance Indicators

<table>
<thead>
<tr>
<th>Content/Knowledge Goals</th>
<th>Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will be able to read for recognition of characterization techniques.</td>
<td>1) Students will be able to discuss and record findings of characterization in the story within the four main categories.</td>
</tr>
<tr>
<td>2) Students will be able to locate and include specific textual evidence to support character traits they have chosen, and explain/conclude what the quotes mean about their character(s).</td>
<td>2) Students will be able to report to the class specific textual evidence in support of character traits and explain a conclusion they have made.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Recognizing the use of characterization in context</td>
<td>Collaborate with group as leaders to discuss and record findings in all four categories of characterization in clear statements using specific word choice.</td>
<td>Collaborate with group to discuss and record findings in four categories of characterization in clear statements using specific word choice.</td>
<td>Collaborate with group to discuss and record findings in as many of the categories as possible. Use the terms for identification.</td>
<td>Collaborate with group to discuss and share their findings of characterization to the group. Use character traits.</td>
<td>Collaborate with group to discuss and share their findings of characterization to the group. Use character traits from provided list.</td>
</tr>
<tr>
<td>Writing: Discovering textual evidence and its meaning.</td>
<td>Identify, record and explain textual evidence to support claims of two character traits on a graphic organizer with partner.</td>
<td>Identify, record and explain textual evidence to support claim of one character trait on graphic organizer with partner.</td>
<td>Identify, record and explain textual evidence to support claim of one character trait on graphic organizer with partner.</td>
<td>Record key vocabulary terms to complete quotes provided by the teacher on a graphic organizer. Fill in character trait terms in explanation sentences.</td>
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</tr>
</tbody>
</table>
### Functional/Notional Chart: Lesson Two

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary/Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explaining</strong></td>
<td>Characterization</td>
<td>1) The author shows Terry/father is ____________________ by saying__________.</td>
<td>Author</td>
<td>Proper Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Gary Paulsen characterizes Terry/father when he writes________________.</td>
<td>Gary Paulsen</td>
<td>nouns</td>
</tr>
<tr>
<td><strong>Locating And</strong></td>
<td>Textual Evidence</td>
<td>1) The quote ______________ means _____________________.</td>
<td>Quote</td>
<td>Quotation Marks</td>
</tr>
<tr>
<td><strong>Referencing</strong></td>
<td></td>
<td>2) When Terry (does) _______, it means ___________________.</td>
<td>Direct quote</td>
<td>Complete Sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) In the story, father_________, so he_________________.</td>
<td>Textual Evidence</td>
<td>Paraphrasing</td>
</tr>
</tbody>
</table>
Day 2: Modified Lesson

Objectives:
- Students will be able to read for recognition of characterization techniques.
- Students will be able to locate and include specific textual evidence to support character traits they have chosen, and explain/conclude what the quotes mean about their character(s).

1) Read “Stop the Sun” in McDougell Littell anthology (25 m)
- Teacher decides whether or not to read aloud to class or have whole class reading

- Level 1, 2: Access to same text as mainstream, summary sentences written in margins, extraneous material omitted (See 2.1)
- Provide storyboard with graphics and simplified summary sentences (See 2.2)
- Level 3, 4: Same text as mainstream with main events underlined and numbered to correlate sequence of events chart (See 2.4) some characterization methods marked and labeled (See 2.3)
- Provide sequence of events with summary sentences (2.4)
- Level 5: Same text as mainstream; supplementary materials provided as needed

- Stop to predict, distinguish meaning, clarify, discuss, etc.

Language Modifications:
- ELLs need to hear repetition of the terms character, characterization, character traits; refer/point to resources in the room, pictures of characters, traits list, characterization description; Ask simple and complex questions; use wait time and pauses
- Example: 1) The character (pause) Terry (pause) has the character trait (pause) of being ... concerned.....(pause) and caring .....for his father (pause).  How do we know this? (wait) 2) Does this remind you (pause) of how you care for a parent? (wait)

2) Characterization of character activity (15 m)
- (2 groups characterize father, 2 groups characterize Terry, one group characterizes mother)
- Groups determine how the author, Gary Paulsen, characterizes the characters in his story
- Determine and record traits, phrases, descriptions, or events in each of the four main categories on a large piece of chart paper, in four square graphic organizer (See 2.5)

Small groups mixed by ability: pay special attention to see that Level 1 & 2 students are with mainstream and higher level ELL for native language verification/explanation (if possible) Provide a trait for the Level 1 and Level 2 students to be responsible for; record word/traits on note card, guide to quote, (if possible) have them read and determine meaning in phrases or key words for group
Four questions:
1) What is father’s physical appearance?
2) What does the father say and do?
3) How does the father think and feel?
4) What do others say about him/ How do others act towards him?

-In partners, choose one or two character traits chosen by the group.


Level 1, 2: Teacher determines trait, handout has quote written, sentences created for Ss, partnered (See 2.6)
Level 3, 4: Handout requires only one trait, partnered (See 2.7)
Level 5: Same as mainstream; second trait optional (See 2.8)

3) Next to findings above, the partners share with the group and record the following:

Repetition of the questions:
How do you know?/Where does it say this (to help Ss with evidence through quotes)
-supplying quote and page # on the large whole group GO

What does this mean about the character? (help Ss with explanations)
-one sentence explanations: Level 4 & 5 students may need to help lower level ELLs

4) Partners present to the class: evidence and explanations to the whole class (15 m)

Teacher models for small group (or whole class if necessary) of how to give mini-presentations; using gestures to point to graphic organizer on wall; writing down key terms (From F/N chart) on note cards for Level 1 and Level 2 students to have in front of them. Example: Father’s eyes are away, so he is sad about the war.
Terry helps father up, so he cares about father.
By Gary Paulsen

Terry Erickson was a tall boy, 13, starting to fill out with muscle but still a little awkward. He was on the edge of being a good athlete, which meant a lot to him. He felt it coming too slowly, though, and that bothered him.

But what bothered him even more was when his father's eyes went away.

Usually it happened when it didn't cause any particular trouble. Sometimes during a meal his father's fork would stop halfway to his mouth, just stop, and there would be a long pause while the
eyes went away, far away.

After several minutes his mother would reach over and take the fork and put it gently down on his plate, and they would go back to eating—or try to go back to eating—normally.

They knew what caused it. When it first started, Terry had asked his mother in private what it was, what was causing the strange behavior.

“It’s from the war,” his mother had said.

“The doctors at the veterans’ hospital call it the Vietnam syndrome.”

“Will it go away?”

“They don’t know. Sometimes it goes away. Sometimes it doesn’t. They are trying to help him.”

“But what happened? What actually caused it?”

“I told you, Vietnam.”

“But there had to be something,” Terry persisted. “Something made him like that. Not just Vietnam. Billy’s father was there, and he doesn’t act that way.”

“That’s enough questions,” his mother said sternly. “He doesn’t talk about it, and I don’t ask. Neither will you. Do you understand?”

“But, Mom.”

“That’s enough.”

And he stopped pushing it. But it bothered him whenever it happened. When something bothered him, he liked to stay with it until he understood it, and he understood no part of this.

Words. His father had trouble, and they gave him words like Vietnam syndrome. He knew almost nothing of the war, and when he tried to find out about it, he kept hitting walls. Once he went to the school library and asked for anything they might have that could help him understand the war and how it affected his father. They gave him a dry history that described French involvement, Communist
involvement, American involvement. But it
told him nothing of the war. It was all
numbers, cold numbers, and nothing of what
had happened. There just didn't seem to be
anything that could help him.

Another time he stayed after class and tried
to talk to Mr. Carlson, who taught history. But
some part of Terry was embarrassed. He didn't

"It's from the war," his mother
had said. "The doctors at
the veterans' hospital call it
the Vietnam syndrome."

want to say why he wanted to know about
Vietnam, so he couldn't be specific.

"What do you want to know about
Vietnam, Terry?" Mr. Carlson had asked. "It
was a big war."

Terry had looked at him, and something had
started up in his mind, but he didn't let it out.
He shrugged. "I just want to know what it was
like. I know somebody who was in it."

"A friend?"

"Yes, sir. A good friend."

Mr. Carlson had studied him, looking into
his eyes, but didn't ask any other questions.
Instead he mentioned a couple of books Terry
had not seen. They turned out to be pretty
good. They told about how it felt to be in
combat. Still, he couldn't make his father be
one of the men he read about.

And it may have gone on and on like that,
with Terry never really knowing any more
about it except that his father's eyes started
going away more and more often. It might
have just gone the rest of his life that way
except for the shopping mall.
It was easily the most embarrassing thing
that ever happened to him.

It started as a normal shopping trip. His
father had to go to the hardware store, and he
asked Terry to go along.

When they got to the mall they split up. His
father went to the hardware store, Terry to a
record store to look at albums.

Terry browsed so long that he was late
meeting his father at the mall's front door. But
his father wasn't there, and Terry looked out
to the car to make sure it was still in the
parking lot. It was, and he supposed his father
had just gotten busy, so he waited.

Still his father didn't come, and he was about
to go to the hardware store to find him, when
he noticed the commotion. Or not a commotion
so much as a sudden movement of people.

Later, he thought of it and couldn't remem-
ber when the feeling first came to him that
there was something wrong. The people were
moving toward the hardware store, and that
might have been what made Terry suspicious.

There was a crowd blocking the entry to the
store, and he couldn't see what they were
looking at. Some of them were laughing small,
nervous laughs that made no sense.

Terry squeezed through the crowd until he got near the front. At first he saw nothing unusual. There were still some people in front of him, so he pushed a crack between them. Then he saw it: His father was squirming along the floor on his stomach. He was crying, looking terrified, his breath coming in short, hot pants like some kind of hurt animal.

It burned into Terry’s mind, the picture of his father down on the floor. It burned in and in, and he wanted to walk away, but something made his feet move forward. He knelt next to his father and helped the owner of the store get him up on his feet. His father didn’t speak at all but continued to make little whimpering sounds, and they led him back into the owner’s office and put him in a chair. Then Terry called his mother and she came in a taxi to take them home. Waiting, Terry sat in a chair next to his father, looking at the floor, wanting only for the earth to open and let him drop in a deep hole. He wanted to disappear.

Words. They gave him words like Vietnam syndrome, and his father was crawling through a hardware store on his stomach.
When the embarrassment became so bad that he would cross the street when he saw his father coming, when it ate into him as he went to sleep, Terry realized he had to do something. He had to know this thing, had to understand what was wrong with his father.

When it came, it was simple enough at the start. It had taken some courage, more than Terry thought he could find.

His father was sitting in the kitchen at the table and his mother had gone shopping. Terry wanted it that way; he wanted his father alone. His mother seemed to try to protect him, as if his father could break.

Terry got a soda out of the refrigerator and popped it open. As an afterthought, he handed it to his father and got another for himself. Then he sat at the table.

His father smiled. "You look serious."
"Well..."

It went nowhere for a moment, and Terry was just about to drop it altogether. It may be the wrong time, he thought, but there might never be a better one. He tightened his back, took a sip of pop.

"I was wondering if we could talk about something, Dad," Terry said.

His father shrugged. "We already did the bit about girls. Some time ago, as I remember it."

"No. Not that." It was a standing joke between them. When his father finally got around to explaining things to him, they'd already covered it in school. "It's something else."

"Something pretty heavy, judging by your face."
"Yes."
"Well?"

I still can't do it, Terry thought. Things are bad, but maybe not as bad as they could get. Can still drop this thing.
Terry asks to talk about the war.

Father says no.

Father says it's too hard to understand.

Terry feels bad.

“Vietnam,” Terry blurted out. And he thought there, it's out. It's out and gone.

“No!” his father said sharply. It was as if he had been struck a blow. A body blow.

“But, Dad.”

“No. That's another part of my life. A bad part. A rotten part. It was before I met your mother, long before you. It has nothing to do with this family, nothing. No.”

So, Terry thought, so I tried. But it wasn't over yet. It wasn't started yet.

“It just seems to bother you so much,” Terry said, “and I thought if I could help or maybe understand it better...” His words ran until he foundered, until he could say no more.

He looked at the table, then out the window. It was all wrong to bring it up, he thought. I blew it. I blew it all up. “I'm sorry.”

But now his father didn't hear him. Now his father's eyes were gone again, and a shaft of something horrible went through Terry's heart as he thought he had done this thing to his father, caused his eyes to go away.

“You can't know,” his father said after a time. “You can't know this thing.”

Terry said nothing. He felt he had said too much.

“This thing that you want to know—there is so much of it that you cannot know it all, and to know only a part is... is too awful. I can't tell you. I can't tell anybody what it was really like.”

It was more than he'd ever said about Vietnam, and his voice was breaking. Terry hated himself and felt he would hate himself until he was an old man. In one second he had caused such ruin. And all because he had been embarrassed. What difference did it make?

Now he had done this, and he wanted to hide, to leave. But he sat, waiting, knowing that it wasn't done.
His father looked to him, through him, somewhere into and out of Terry. He wasn't in the kitchen anymore. He wasn't in the house. He was back in the green places, back in the hot places, the wet-hot places.

"You think that because I act strange, that we can talk and it will be all right," his father said. "That we can talk and it will just go away. That's what you think, isn't it?"

Terry started to shake his head, but he knew it wasn't expected.

"That's what the shrinks say," his father continued. "The psychiatrists tell me that if I talk about it, the whole thing will go away. But they don't know. They weren't there. They weren't there. Nobody was there but me and some other dead people, and they talk because they didn't stop the morning."

Terry pushed his soda can back and forth, looking down, frightened at what was happening. The other dead people, he'd said, as if he were dead as well. Couldn't stop the morning.

"I don't understand, Dad."

"No. You don't." His voice hardened, then softened again, and broke at the edges. "But see how it was..." He trailed off, and Terry thought he was done. His father looked down to the table, at the can of soda he hadn't touched, at the tablecloth, at his hands, which were folded, inert on the table.

"We were crossing a rice paddy in the dark," he said, and suddenly his voice flowed like a river breaking loose. "We were crossing the paddy, and it was dark, still dark, so black you couldn't see the end of your nose. There was a light rain, a mist, and I was thinking... during the next break I would whisper..."
and tell Petey Kessler how nice the rain felt, but of course I didn't know there wouldn't be a Petey Kessler."

He took a deep, ragged breath. At that moment Terry felt his brain swirl, a kind of whirlpool pulling, and he felt the darkness and the light rain because it was in his father's eyes, in his voice.

"So we were crossing the paddy, and it was a straight sweep, and then we caught it. We began taking fire from three sides, automatic weapons, and everybody went down and tried to get low, but we couldn't. We couldn't get low enough. We could never get low enough, and you could hear the rounds hitting people. It was just a short time before they brought in the mortars, and we should have moved, should have run, but nobody got up, and after a time nobody could get up. The fire just kept coming and coming, and then incoming mortars, and I heard screams as they hit, but there was nothing to do. Nothing to do."

"Dad?" Terry said. He thought, maybe I can stop him. Maybe I can stop him before... before it gets to be too much. Before he breaks.

"Mortars," his father went on, "I hated mortars. You just heard them wump as they fired, and you didn't know where they would hit, and you always felt like they would hit your back. They swept back and forth with the mortars, and the automatic weapons kept coming in, and there was no radio, no way to call for artillery. Just the dark to hide in. So I
crawled to the side and found Jackson, only he wasn’t there, just part of his body, the top part, and I hid under it and waited, and waited, and waited.

“Finally the firing quit. But see, see how it was in the dark with nobody alive but me? I yelled once, but that brought fire again, so I shut up, and there was nothing, not even the screams.”

His father cried, and Terry tried to understand, and he thought he could feel part of it. But it was so much, so much and so strange to him.

“You cannot know this,” his father repeated. It was almost a chant. “You cannot know the fear. It was dark, and I was the only one left alive out of 54 men, all dead but me, and I knew that the Vietcong were just waiting for light. When the dawn came, ‘Charley’ would come out and finish everybody off, the way they always did. And I thought if I could stop the dawn, just stop the sun from coming up, I could make it.”

Terry felt the fear, and he also felt the tears coming down his cheeks. His hand went out across the table, and he took his father’s hand and held it. It was shaking.

“I mean I actually thought that if I could stop the sun from coming up, I could live. I made my brain work on that because it was all I had. Through the rest of the night in the rain in the paddy, I thought I could do it. I could stop the dawn.” He took a deep breath. “But you can’t, you know. You can’t stop it from coming, and when I saw the gray light, I knew I was dead. It would just be minutes, and the...
Father is sad. He feels alone.

Terry knows more. He does not understand, but Terry will try and help.

light would be full, and I just settled under Jackson's body, and hid.

He stopped, and his face came down into his hands. Terry stood and went around the table to stand in back of him, his hands on his shoulders, rubbing gently.

"They didn't shoot me. They came, one of them poked Jackson's body and went on, and they left me. But I was dead. I'm still dead, don't you see? I died because I couldn't stop the sun. I died. Inside where I am—I died."

Terry was still in back of him, and he mumbled, but he didn't see. Not that. He understood only that he didn't understand and that he would probably never know what it was really like, would probably never understand what had truly happened. And maybe his father would never be truly normal.

But Terry also knew that it didn't matter. He would try to understand, and the trying would have to be enough. He would try hard from now on, and he would not be embarrassed when his father's eyes went away. He would not be embarrassed no matter what his father did. Terry had knowledge now. Maybe not enough and maybe not all that he would need.

But it was a start.
### Storyboard

<table>
<thead>
<tr>
<th>Symbol:</th>
<th>Sentence:</th>
<th>2) Terry looks in book to find out about his dad and Vietnam.</th>
<th>3) He learns about the war. He does not learn about his father.</th>
<th>4) At the mall, father crawls on the ground like a soldier and a crowd watches.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Soldier" /></td>
<td>1) Terry's father was a soldier. His eyes are sad from war.</td>
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<tr>
<td><img src="image2.png" alt="Question Mark" /></td>
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<tr>
<td><img src="image3.png" alt="Gun" /></td>
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<tr>
<td><img src="image4.png" alt="Army Tank" /></td>
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<tr>
<td><img src="image5.png" alt="Soldier on Ground" /></td>
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</tbody>
</table>

### Sentence:

5) Terry is embarrassed, but wants to help his dad.

6) Terry asks his dad about Vietnam.

7) Father watched other soldiers die. He thought he was going to die. He wanted to “Stop the Sun.”

8) Terry knows about his father. He will try and help.
Terry Erickson was a tall boy, 13, starting to fill out with muscle but still a little awkward. He was on the edge of being a good athlete, which meant a lot to him. He felt it coming too slowly, though, and that bothered him.

But what bothered him even more was when his father’s eyes went away.

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eyes went away, far away.

After several minutes his mother would reach over and take the fork and put it gently down on his plate, and they would go back to eating—or try to go back to eating—normally.

They knew what caused it. When it first started, Terry had asked his mother in private what it was, what was causing the strange behavior.

"It's from the war," his mother had said.

"The doctors at the veterans' hospital call it the Vietnam syndrome."

"Will it go away?"

"They don't know. Sometimes it goes away. Sometimes it doesn't. They are trying to help him."

"But what happened? What actually caused it?"

"I told you, Vietnam."

"But there had to be something," Terry persisted. "Something made him like that. Not just Vietnam. Billy's father was there, and he doesn't act that way."

"That's enough questions," his mother said sternly. "He doesn't talk about it, and I don't ask. Neither will you. Do you understand?"

"But, Mom."

"That's enough."

And he stopped pushing it. But it bothered him whenever it happened. When something bothered him, he liked to stay with it until he understood it, and he understood no part of this.

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the veterans’ hospital call it
the Vietnam syndrome.”

want to say why he wanted to know about
Vietnam, so he couldn’t be specific.

“What do you want to know about
Vietnam, Terry?” Mr. Carlson had asked. “It
was a big war.”

Terry had looked at him, and something had
started up in his mind, but he didn’t let it out.
He shrugged. “I just want to know what it was
like. I know somebody who was in it.”

“A friend?”

“Yessir. A good friend.”

Mr. Carlson had studied him, looking into
his eyes, but didn’t ask any other questions.
Instead he mentioned a couple of books Terry
had not seen. They turned out to be pretty
good. They told about how it felt to be in
combat. Still, he couldn’t make his father be
one of the men he read about.

And it may have gone on and on like that,
with Terry never really knowing any more
about it except that his father’s eyes started
going away more and more often. It might
have just gone the rest of his life that way
except for the shopping mall.
It was easily the most embarrassing thing that ever happened to him.

It started as a normal shopping trip. His father had to go to the hardware store, and he asked Terry to go along.

When they got to the mall they split up. His father went to the hardware store, Terry to a record store to look at albums.

Terry browsed so long that he was late meeting his father at the mall’s front door. But his father wasn’t there, and Terry looked out to the car to make sure it was still in the parking lot. It was, and he supposed his father had just gotten busy, so he waited.

Still, his father didn’t come, and he was about to go to the hardware store to find him, when he noticed the commotion. Or not a commotion so much as a sudden movement of people.

Later, he thought of it and couldn’t remember when the feeling first came to him that there was something wrong. The people were moving toward the hardware store, and that might have been what made Terry suspicious.

There was a crowd blocking the entry to the store, and he couldn’t see what they were looking at. Some of them were laughing small,
nervous laughs that made no sense.

Terry squeezed through the crowd until he got near the front. At first he saw nothing unusual. There were still some people in front of him, so he pushed a crack between them.

Then he saw it: His father was squirming along the floor on his stomach. He was crying, looking terrified, his breath coming in short, hot pants like some kind of hurt animal.

It burned into Terry's mind, the picture of his father down on the floor. It burned in and out, and he wanted to walk away, but something made his feet move forward. He knelt next to his father and helped the owner of the store get him up on his feet. His father didn't speak at all but continued to make little whimpering sounds, and they led him back into the owner's office and put him in a chair. Then Terry called his mother and she came in a taxi to take them home. Waiting, Terry sat in a chair next to his father, looking at the floor, wanting only for the earth to open and let him drop in a deep hole. He wanted to disappear.

Words. They gave him words like Vietnam syndrome, and his father was crawling through a hardware store on his stomach.
When the embarrassment became so bad that he would cross the street when he saw his father coming, when it ate into him as he went to sleep, Terry realized he had to do something. He had to know this thing, had to understand what was wrong with his father.

When it came, it was simple enough at the start. It had taken some courage, more than Terry thought he could find.

His father was sitting in the kitchen at the table and his mother had gone shopping. Terry wanted it that way; he wanted his father alone. His mother seemed to try to protect him, as if his father could break.

Terry got a soda out of the refrigerator and popped it open. As an afterthought, he handed it to his father and got another for himself. Then he sat at the table.

His father smiled. “You look serious.”

“Well . . .”

It went nowhere for a moment, and Terry was just about to drop it altogether. It may be the wrong time, he thought, but there might never be a better one. He tightened his back, took a sip of pop.

“I was wondering if we could talk about something, Dad,” Terry said.

His father shrugged. “We already did the bit about girls. Some time ago, as I remember it.”

“No. Not that.” It was a standing joke between them. When his father finally got around to explaining things to him, they’d already covered it in school. “It’s something else.”

“Something pretty heavy, judging by your face.”

“Yes.”

“Well?”

I still can’t do it, Terry thought. Things are bad, but maybe not as bad as they could get. I can still drop this thing.
“Vietnam,” Terry blurted out. And he thought, there, it’s out. It’s out and gone.

“No!” his father said sharply. It was as if he had been struck a blow. A body blow.

“But, Dad.”

“No. That’s another part of my life. A bad part. A rotten part. It was before I met your mother, long before you. It has nothing to do with this family, nothing. No.”

So, Terry thought, so I tried. But it wasn’t over yet. It wasn’t started yet.

“It just seems to bother you so much,” Terry said, “and I thought if I could help or maybe understand it better . . .” His words ran until he founederlanded, until he could say no more. He looked at the table, then out the window. It was all wrong to bring it up, he thought. I blew it. I blew it all up. “I’m sorry.”

But now his father didn’t hear him. Now his father’s eyes were gone again, and a shaft of something horrible went through Terry’s heart as he thought he had done this thing to his father, caused his eyes to go away.

“You can’t know,” his father said after a time. “You can’t know this thing.”

Terry said nothing. He felt he had said too much.

“This thing that you want to know—there is so much of it that you cannot know it all, and to know only a part is . . . is too awful. I can’t tell you. I can’t tell anybody what it was really like.”

It was more than he’d ever said about Vietnam, and his voice was breaking. Terry hated himself and felt he would hate himself until he was an old man. In one second he had caused such ruin. And all because he had been embarrassed. What difference did it make? Now he had done this, and he wanted to hide, to leave. But he sat, waiting, knowing that it wasn’t done.
His father looked to him, through him, somewhere into and out of Terry. He wasn’t in the kitchen anymore. He wasn’t in the house.

He was back in the green places, back in the hot places, the wet-hot places.

“You think that because I act strange, that we can talk and it will be all right,” his father said. “That we can talk and it will just go away. That’s what you think, isn’t it?”

Terry started to shake his head, but he knew it wasn’t expected.

“That’s what the shrinks say,” his father continued. “The psychiatrists tell me that if I talk about it, the whole thing will go away. But they don’t know. They weren’t there. You weren’t there. Nobody was there but me and some other dead people, and they can’t talk because they couldn’t stop the morning.”

Terry pushed his soda can back and forth, looking down, frightened at what was happening. The other dead people, he’d said, as if he were dead as well. Couldn’t stop the morning.

“I don’t understand, Dad.”

“No. You don’t.” His voice hardened, then softened again, and broke at the edges. “But see, see how it was . . .” He trailed off, and Terry thought he was done. His father looked back down to the table, at the can of soda he hadn’t touched, at the tablecloth, at his hands, which were folded, inert on the table.

“We were crossing a rice paddy in the dark,” he said, and suddenly his voice flowed like a river breaking loose. “We were crossing the paddy, and it was dark, still dark, so black you couldn’t see the end of your nose. There was a light rain, a mist, and I was thinking during the next break I would whisper
and tell Pete Kessler how nice the rain felt, but of course I didn't know there wouldn't be a Pete Kessler."

He took a deep, ragged breath. At that moment Terry felt his brain swirl, a kind of whirlpool pulling, and he felt the darkness and the light rain because it was in his father's eyes, in his voice.

"So we were crossing the paddy, and it was a straight sweep, and then we caught it. We began taking fire from three sides, automatic weapons, and everybody went down and tried to get low, but we couldn't. We couldn't get low enough. We could never get low enough, and you could hear the rounds hitting people. It was just a short time before they brought in the mortars, and we should have moved, should have run, but nobody got up, and after a time nobody could get up. The fire just kept coming and coming, and then incoming mortars, and I heard screams as they hit, but there was nothing to do. Nothing to do."

"Dad?" Terry said. He thought, maybe I can stop him. Maybe I can stop him before... before it gets to be too much. Before he breaks.

"Mortars," his father went on, "I hated mortars. You just heard them wump as they fired, and you didn't know where they would hit, and you always felt like they would hit your back. They swept back and forth with the mortars, and the automatic weapons kept coming in, and there was no radio, no way to call for artillery. Just the dark to hide in. So I
crawled to the side and found Jackson, only he
wasn’t there, just part of his body, the top
part, and I hid under it and waited, and
waited, and waited.

“Finally the firing quit. But see, see how it was
in the dark with nobody alive but me? I yelled
once, but that brought fire again, so I shut up,
and there was nothing, not even the screams.”

His father cried, and Terry tried to understand,
and he thought he could feel part of it. But it was
so much, so much and so strange to him.

“You cannot know this,” his father repeated.
It was almost a chant. “You cannot know the
fear. It was dark, and I was the only one left alive
out of 54 men, all dead but me, and I knew that
the Vietcong were just waiting for light. When
the dawn came, ‘Charley’ would come out and
finish everybody off, the way they always did.
And I thought if I could stop the dawn, just stop
the sun from coming up, I could make it.”

Terry felt the fear, and he also felt the tears
coming down his cheeks. His hand went out
across the table, and he took his father’s hand
and held it. It was shaking.

“I mean I actually thought that if I could
stop the sun from coming up, I could live. I
made my brain work on that because it was all
I had. Through the rest of the night in the rain
in the paddy, I thought I could do it. I could
stop the dawn.” He took a deep breath. “But
you can’t, you know. You can’t stop it from
coming, and when I saw the gray light, I knew
I was dead. It would just be minutes, and the
light would be full, and I just settled under
Jackson's body, and heard...
1) Terry and mom discuss father's eyes and he finds out his dad has what doctor's call Vietnam syndrome.

2) Terry tries to find out about his dad's condition by going to the library and researching. He doesn't find anything to help him understand his dad.

3) Terry talks to his teacher and gets more books. The books only teach Terry about some of the fighting the soldiers had to go through.

4) Terry and his dad go to the mall; his father crawls on the ground on the hardware store and draws a crowd. The mom has to come to drive them home.

5) Terry becomes too embarrassed by his dad, but so much that he decides to do something about it.

6) Terry sits down with his dad and asks him about Vietnam.

7) Dad explains the event in the rice paddy. He was with the other soldiers when they were all killed except for him. He hid under their dead bodies and thought once the sun came up, he was dead too. He wished to "stop the sun" so he wouldn't die.

8) Terry puts his hands on dad's shoulders, and decides that even though he will never understand, he will continue to be there for his father and try to understand as best he can.
Example of a graphic organizer that would be put on chart paper on the wall for characterization.

<table>
<thead>
<tr>
<th>What is father’s physical appearance?</th>
<th>What does the father say and do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait:</td>
<td>Quote, pg #</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does the father think and feel?</th>
<th>What do others say about him?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait:</td>
<td>Quote, pg #</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do others act towards him?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

All levels in small group
**BOOK**

**CHARACTER TRAITS AND TEXTUAL EVIDENCE**

Name: ___________________________ Date: ___________________________

<table>
<thead>
<tr>
<th>Character Trait:</th>
<th>Caring, Cares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote (pg. 51)</td>
<td>He knelt next to his ___________ and helped the owner, ___________ get him up on his feet.</td>
</tr>
<tr>
<td>Explanation:</td>
<td>Terry cares for his ______.</td>
</tr>
</tbody>
</table>

| Quote (pg. 52)   | Terry says: I thought if I could ___________ or maybe understand. |
| Explanation:     | Terry wants to ______ his ______ because he ______. |

| Quote (pg. 54)   | His hand went out across the table, and he took his father's hand and held it, when people hold hands they ______ about each other. |
| Explanation:     | Terry held his ______ hands. |

**GO.5.15**
NAME: ___________________________ DATE: _____________

DIRECTIONS: With a partner, choose a character trait from the group activity, find quotes to support choice, and explain what the quotes mean.

CHARACTER TRAIT: ___________________________

QUOTE (PG. ____) : ___________________________ EXPLANATION: ___________________________

QUOTE (PG. ____) : ___________________________ EXPLANATION: ___________________________

QUOTE (PG. ____) : ___________________________ EXPLANATION: ___________________________

QUOTE (PG. ____) : ___________________________ EXPLANATION: ___________________________
## Character Traits and Textual Evidence

**Name:**

**Date:**

<table>
<thead>
<tr>
<th>Character Trait:</th>
<th>Quote (pg. __)</th>
<th>Explanation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Character Trait: (optional)</th>
<th>Quote (pg. __)</th>
<th>Explanation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GO.5.15
FLA 518: **Narrative: Lesson Two**

Students will do a whole class shared reading of the short story “Stop the Sun.” During the reading, there will be the opportunity for interaction because the teacher will stop during reading to do think alouds, ask for predictions, and use questioning to provoke student thinking and responding. The text’s modifications will allow the storyline to be accessible for different levels of ELLs. They will not only have access to a modified text, but also sequence of events charts with summary sentences of the plot. The teacher’s discourse will be adjusted to enhance learning. Key words and phrases will be repeated and emphasized, with proper wait time being utilized.

During small group work to identify methods of characterization, students will have opportunities to participate in instructional conversations, ideally led by higher level language and mainstream students, but also incorporating the findings and thoughts of lower levels ELLs. By providing both direct examples of characterizations, and hints in their modified text, I hope this allows them to have ownership and confidence to participate in the group discussion, not provide an easy route to the answer. The students should use academic language during this activity, and practice how to apply their knowledge of characterization to a new text. Small groups will also “Be the Teacher” and present information to the rest of the class, thus allowing them to share information the class has not found, teaching the class what their group has collaborated to find.
FLA 518: Lesson Three-Language and Content Goals expressed through Performance Indicators

<table>
<thead>
<tr>
<th>Content/Knowledge Goals</th>
<th>Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will incorporate specific textual evidence to support character traits they have chosen, and explain/conclude what the quotes mean about their character(s).</td>
<td></td>
</tr>
<tr>
<td>2) Students will identify the events in a story that change a character's life, viewpoint, relationship with another character, or other aspect.</td>
<td>1) Students will write assessment responses that incorporate textual evidence and character traits to explain how events in a story change characters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Create a written piece that incorporates knowledge of characterization with the skill of using text evidence</td>
<td>Create well-written paragraph response using textual evidence to support claims about character change.</td>
<td>Create five well-written sentences using textual evidence to support claims about character change.</td>
<td>Create sentence endings that explain character change and how the writer knows this.</td>
<td>Draw or find pictures to explain how a character changed throughout the story. Complete sentence starters to demonstrate conclusions.</td>
<td>Draw or find pictures to explain how a character changed throughout the story. Complete sentence starters to demonstrate conclusions.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation/Topic</td>
<td>Expressions</td>
<td>Vocabulary/Words</td>
<td>Grammar</td>
<td>Nouns: Story elements</td>
</tr>
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</tr>
<tr>
<td>Applying</td>
<td>Describing character change in written response</td>
<td>1. At the beginning of the story, the character was _______. After _______ happened, he was _______.</td>
<td>Character change</td>
<td>Plot</td>
<td>Sequence of events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the beginning of the story, _______.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At the end of the story, _______.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The first event was _______. Then _______. The next event was _______. (happened).</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Day 3: Modified Lesson Plan

Objectives:
- Students will incorporate specific textual evidence to support character traits they have chosen, and explain/conclude what the quotes mean about their character(s).
- Students will identify the events in a story that change a character’s life, viewpoint, relationship with another character, or other aspect.

1) Incorporating quotes/textual evidence into writing

- Handout with examples of proper sentences and sentences starters to use when integrating quotes and evidence into writing.
- Including desired sentences to use and typical/overused sentence starters

| Level 1: Sentences simplified; pictures provided for students to circle; direct quotes not required; teacher guides as necessary, Ss can draw scenes from story to explain (See 3.1) |
| Level 2: Same as above; preferable if Ss choose character traits from earlier provided list (See 3.1) |
| Level 3: Sentences and information simplified (See 3.2) |
| Level 4: Simplified from mainstream: Key words in bold (See 3.3) |
| Level 5: Mainstream worksheet; partner with Level 1 and 2 students to show the work have produced and help with native language clarification (See 3.4) |

- Modeling and whole class practice, then students will break into pairs and practice using quotes to write them from the graphic organizers they completed yesterday. (20 m)

2) Whole class creates a plot chart of events that have happened in “Stop the Sun.” (5 m)

   Level 1, 2, 3 already have plot chart in front of them with information provided
   For this lesson, use as a listening guide and check off event they hear
   (www.Thinkport.org) (See 2.4 and 2.2)

3) After the plot events are charted, students identify the events that brought about a change in a character(s). (5 m) They will see many, if not all, of the major events chosen, do so. An example of the chart may look like this: (without the explanations)

   1) Terry and mom discuss father’s eyes and he finds out it is Vietnam syndrome -Causes Terry to want to know more about his father’s condition
   2) Terry goes to library; Terry talks to his teacher -(no real change to any character)
   3) Terry and dad go to mall: father has problem in the hardware store -Terry’s view of his father becomes worse, more misunderstanding and embarrassment
   4) Terry’s embarrassment becomes too much for him and he decides to do something
-this decision leads to him verbalizing his thoughts
5) Terry asks his father about Vietnam/Dad explain the event in the rice paddy
   -relationship between father and son change, physical and mental support
6) Terry concludes he will never understand, but trying would be enough
   -Terry will be there for his father, despite his lack of understanding

4) Final Assessment:
-After the identification of events that have changed character(s), students will be asked
  to choose one and describe:

Assessment Question: Using characterization terms- character traits- describe how one of
the events in “Stop the Sun” changed one or more characters in the story. Be sure to
include specific textual evidence (quotes) and provide both a before and after explanation.

Example of a guided question for students that struggle to choose one event.
(When Terry asks his father about the Vietnam War, the reader is able to see how their
relationship changes. Describe the impact of Terry asking his father about the Vietnam
War has on both characters.)

<table>
<thead>
<tr>
<th>Level 1, 2: Graphic options; drawing or finding pictures that describe character change, Finish phrases that demonstrate understanding of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See 3.5)</td>
</tr>
<tr>
<td>Level 3: Simplified guided question provided: mapped out sentences (3.6)</td>
</tr>
<tr>
<td>Level 4: Guided question above provided in needed: 5 sentence goal; words highlighted, less requirements throughout. Students can self-asses. (3.7)</td>
</tr>
<tr>
<td>Level 5: Guided question above provided if needed: paragraph. Students can self-assess. (3.8)</td>
</tr>
</tbody>
</table>
Level 1 and 2
Circle and use new character traits.

Terry is _______________.
He ____________________.

Father is _______________.
He ____________________.
Incorporating textual evidence:

**Goal:** Use textual evidence to support your findings. Put these into clear sentences.

There are two ways of including text information:

**Direct Quotation**
Quote stays exactly the same

**Paraphrasing**
You use your own words to explain the quote.

Quotation marks need to surround the quote.

Examples for the trait of **CARING**:

**Direct Quotation**
Terry is caring for his father when "He knelt next to his father and helped the owner of the store get him up on his feet" (51). Terry cared to help his father get up.

**Paraphrasing**
Terry cares for his father when Terry helps his father get up in the store (51).

Sentence starters:

The character is ______________ when he ______________.

When the character says ______________, it means ______________.

The character feels ______________, so he is ______________.

Other characters think the character is ______________ because they act ______________.
Incorporating textual evidence:

**Goal:** Your goal is to be able to use valid textual evidence to support your findings. You have found traits, evidence, and drawn conclusions, and now you need to put these into clear sentences.

**Purpose:** This is a skill in writing that makes your information valid and that you will use for many writing styles. I still use it ALL the time.

There are two ways of including text information:

- **Direct Quotation** and **Paraphrasing**

  - Quote is exactly the same as it is seen in the book/story/text
    - Put quotation marks
    - Quotation marks need to surround the quote
  - The quote is put into your own words
  - Put quotations marks only around the phrases that stay exactly the same

Examples for the trait of **CARING**:

- **Direct Quotation**
  Gary Paulsen characterizes Terry as caring for his father when "He knelt next to his father and helped the owner of the store get him up on his feet" (51). Terry, although confused and embarrassed, cared enough to help his father physically get up in front of the crown after he had had an episode.

- **Paraphrasing**
  When Terry helps his father up in the story after he had a flashback of Vietnam, readers understand Terry cares deeply for his father because he is concerned for his well-being, and his first instinct was to go over to him and help (51).

Sentence starters for either direct quotes or paraphrasing:

- The author uses the statement/act/scene **"** to show that the character is __________.
- When it says **"**, it shows the character is __________.
- Readers understand the character is __________ because it says **"**.
- The author has the character say **"** to show he is _____.
- When the character ____________, it means he ____________.
- By having other characters ____________, their reactions mean the character is ____________.
Incorporating textual evidence:

**Goal:** Your goal is to be able to use valid textual evidence to support your findings. You have found traits, evidence, and drawn conclusions, and now you need to put these into clear sentences.

**Purpose:** This is a skill in writing that makes your information valid and that you will use for many writing styles. I still use it ALL the time.

There are two ways of including text information:

<table>
<thead>
<tr>
<th>Direct Quotation</th>
<th>and</th>
<th>Paraphrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote is exactly the same as it is seen in the book/story/text</td>
<td>The quote is put into your own words</td>
<td>Put quotations marks only around the phrases that stay exactly the same</td>
</tr>
</tbody>
</table>

**Examples for the trait of CARING:**

**Direct Quotation**
Gary Paulsen characterizes Terry as caring for his father when "He knelt next to his father and helped the owner of the store get him up on his feet" (51). Terry, although confused and embarrassed, cared enough to help his father physically get up in front of the crow after he had had an episode.

**Paraphrasing**
When Terry helps his father up in the story after he had a flashback of Vietnam, readers understand Terry cares deeply for his father because he is concerned for his well-being, and his first instinct was to go over to him and help (51).

Sentence starters for either direct quotes or paraphrasing:
- The author uses the statement/act/scene " " to show that the character is _____________.
- When it says " " it shows the character is _____________.
- Readers understand the character is _____________ because it says " _____________".
- The author has the character say " " to show he is _____.
- When the character ________________, it means he ________________.
- By having other characters ________________, their reactions mean the character is ________________.
Level 1 and 2

FATHER

BEFORE  

Talks to Terry  

AFTER

Before father was ____________________________.

After, he was ____________________________.
Level 3

When Terry asks his father about the Vietnam War, their relationship changes. Describe how the characters change from the beginning of the story to the end. Use text evidence.

Before Terry asks his father about Vietnam, Terry is ____________________________.
I know this because ________________________________________________________.

After Terry talks to his father, he ____________________________.
I know this because ________________________________________________________.

Before Terry asks his father about Vietnam, father is ____________________________.
I know this because ________________________________________________________.

After Terry talked to his father, father ____________________________.
I know this because ________________________________________________________.
Level 4

Assessment Question: Using characterization terms, including character traits, describe how one of the events in “Stop the Sun” changed one or more characters in the story. Be sure to include specific textual evidence (quotes) and provide both a before and after explanation. Your goal: Five clearly written sentences.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Self-Assess: These are the requirements for an “A” paper. Check to see what you did.

☐ My response discusses the change the character(s) went through, including how they were before and after event.

☐ My response explains the event that happened in the story.

☐ My response includes valid textual evidence, at least 3 direct quotes and paraphrased pieces of evidence.

☐ My response uses terms from the last three days’ lessons, including character traits.

☐ My five sentences are clear and understandable.

What do I need to improve on in my writing:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Assessment Question: Using characterization terms, including character traits, describe how one of the events in "Stop the Sun" changed one or more characters in the story. Be sure to include specific textual evidence (quotes) and provide both a before and after explanation.

Self-Assess: These are the requirements for an "A" paper. Check to see what you did.

☐ My response discusses the change the character(s) went through, including how they were before and after event.

☐ My response explains the event that happened in the story.

☐ My response include valid textual evidence, at least 4 direct quotes and paraphrased pieces of evidence.

☐ My response uses terms from the last three days’ lessons, including character traits.

☐ The response is a well-rounded paragraph.

What do I need to improve on in my writing:
FLA 518: Narrative: Lesson Three

Although lesson three involved more written work, the input of the information has been made more comprehensible through modified handouts. The use of textual evidence and quotes is appropriate for higher level students, but still difficult for lower level. If the lower level students can still make statements and draw conclusions about a character based on text information, they still understand the use of characterization. They will be able to use words and phrases if possible, but also draw, find pictures, and use kinesthetic movement to act out their thoughts if this helps them explain to me how they understand character change.

The use of modeling language will help students understand how to demonstrate character change. I will repeat phrases emphasized on the functional/notional chart and work with small groups of students (especially lower level ELLs as necessary). The results I find form this assessment will help me plan further lessons, depending on whether or not my students know, understand and can apply knowledge of author’s use of characterization and character development and change in a story.
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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### Characterization Lessons:

#### Grammar Checklist

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#### Function Checklist

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Original Lessons
Day 1: Original Lesson Plans
Objectives:
Students will be able to identify character traits of people and characters.
Students will be able to list and explain the ways authors use characterization in writing.

1) Building Background/Modeling: Graphic Organizer (10 m)
   - Using a character all students know (ex. Spongebob, fairy tale character), have class
discussion through prompted questions, modeling how readers can identify and explain traits of a character.
   - Provide visuals of character and his surroundings on the board.
   - Have student chart answers on the board.

(Example of a discussion)
T: If I were to ask you to describe Spongebob to me because I don’t know anything about him, what would you say?
S: He lives in the ocean in Bikini Bottom  T: What does this mean about him? S: He’s used to or likes the water T: Good- two new things I’ve already learned, he lives in Bikini Bottom in the ocean and likes the water. What else can you tell me about him? S: He’s funny because all the other characters laugh at him T: Yes, how does he make them laugh S: He says funny sayings
T: Okay, so I can tell a lot about Spongebob from the way other character act towards him, what else can you tell me about Spongebob from the way other character talk about him or act towards him S: various answers, discussion continues, another example might be S: He is a yellow sponge T: How could I tell him apart from other yellow sponges S: He has a shirt and tie on all the time, etc. Determine 12-15 points about character

2) Characterization handout: What it is, how and why authors use it
   - Read and discuss. (10 m)
   - Go back to activity w/character and categorize each point into one of the four major techniques of characterization by putting a number next to each one. (5 m)

3) Graphic Organizer Using Characterization: (10 m)
   - Ss will either work individually or with partners to complete a GO that describes someone they know using the four characterization techniques.

4) Whole class discussion on student findings (10 m)
   - Clarify how students determined traits
     (i.e. Q: How do you know she feels excited to be around her friends? A: She always gets a big smile and gives me a hug when she sees me and her other friends.)
*Student copies down terms/traits of people to create a master list.

5) Ss complete graphic organizer by writing conclusions about the person they know (5 m)

6) Students complete characterization organizer/outline requiring them to define and explain the four categories of characterization (5 m)
Day 2: Original Lesson
Objectives:
Students will be able to read for recognition of characterization techniques.
Students will be able to locate and include specific textual evidence to support character traits they have chosen, and explain/conclude what the quotes mean about their character(s).

1) Read “Stop the Sun” in McDougell Littell anthology (25 m)
   -Teacher decides whether or not to read aloud to class or have whole class reading
   -Stop to predict, distinguish meaning, clarify, discuss, etc.

2) Characterization of character activity (15 m)
   (2 groups characterize father, 2 groups characterize Terry, one group characterizes mother)
   -Groups determine how the author, Gary Paulsen, characterizes the characters in his story
   -Determine and record traits, phrases, descriptions, or events in each of the four main categories on a large piece of chart paper, in four square graphic organizer

Four questions:
1) What is father’s physical appearance?
2) What does the father say and do?
3) How does the father think and feel?
4) What do others say about him/ How do others act towards him?

-In partners, choose one or two character traits chosen by the group.

3) Next to findings above, the partners share with the group and record the following:

How do you know?/Where does it say this (Evidence through quotes)
-supplying quote and page #

What does this mean about the character? (Conclude/Explain)
-one sentence explanations

4) Partners present to the class: evidence and explanations to the whole class (15 m)
Day 3: Original Lesson Plan
Objectives:
Students will incorporate specific textual evidence to support character traits they have chosen, and explain/conclude what the quotes mean about their character(s).
Students will identify the events in a story that change a character’s life, viewpoint, relationship with another character, or other aspect.

1) Incorporating quotes/textual evidence into writing

- Handout with examples of proper sentences and sentences starters to use when integrating quotes and evidence into writing.
- Including desired sentences to use and typical/overused sentence starters
- Modeling and whole class practice, then students will break into pairs and practice using quotes to write them from the graphic organizers they completed yesterday. (20 m)

2) Whole class creates a plot chart of events that have happened in “Stop the Sun.” (5 m)

3) After the plot events are charted, students identify the events that brought about a change in a character(s). (5 m) They will see many, if not all, of the major events chosen, do so. An example of the chart may look like this: (without the explanations)

1) Terry and mom discuss father’s eyes and he finds out it is Vietnam syndrome
   -Causes Terry to want to know more about his father’s condition
2) Terry goes to library; Terry talks to his teacher
   -(no real change to any character)
3) Terry and dad go to mall: father has problem in the hardware store
   -Terry’s view of his father becomes worse, more misunderstanding and embarrassment
4) Terry’s embarrassment becomes too much for him and he decides to do something
   -this decision leads to him verbalizing his thoughts
5) Terry asks his father about Vietnam/Dad explain the event in the rice paddy
   -relationship between father and son change, physical and mental support
6) Terry concludes he will never understand, but trying would be enough
   -Terry will be there for his father, despite his lack of understanding

4) Final Assessment:
- After the identification of events that have changed character(s), students will be asked to choose one and describe:

Assessment Question: Using characterization terms- character traits- describe how one of the events in “Stop the Sun” changed one or more characters in the story. Be sure to include specific textual evidence (quotes) and provide both a before and after explanation.
Example of a guided question for students that struggle to choose one event. (When Terry asks his father about the Vietnam War, the reader is able to see how their relationship changes. Describe the impact of Terry asking his father about the Vietnam War has on both characters.)