Lesson plan 8.2

A lesson plan employing textual imitation as a learning activity

**Time/length:** 50 minutes

**Topic/focus:** Characterisation

**Subject:** English

**Year Level:** 8

**Context:** Part of a unit on characterisation

EQUIPMENT/RESOURCES

Copies of ‘Future Shock’ by Victor Kelleher (*Top Stories 2*, Heinemann)

SYLLABUS OBJECTIVES

* Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
* Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)

LESSON OUTCOME

* Understand how authors can suggest ideas about a character without stating them directly

ASSESSMENT OF LESSON OUTCOMES

* Notes
* Discussion
* Written description

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| Time | Procedure |
| **5 minutes** | **Engagement**  Ask students to imagine they have the ability to find out what will happen in the future and to write down how they could use it to a) benefit other people b) benefit themselves? Would there be any downsides?  **Set reading purpose**  Explain the story students are about to read is about a young man who buys a mobile phone which allows him to dial into the future. Tell students there is something very odd about the salesman he buys it from. They should pay close attention to the description of the salesman and see if they can work out what the mystery surrounding him is. |
| **5 minutes** | **Reading**  Read first two pages of story aloud with students following; students then read silently |
| **10 minutes** | **Explicit teaching**  Explain that sometimes authors give us hints about characters to create an air of mystery and to make us wonder about them, but they leave it to us to work out the mystery.  **Exploration**  Students go back over story and make notes on what we are told about the salesman and try to offer solution to the mystery.  If necessary draw attention to final description of salesman: ‘taller, thinner, more ragged with something long and L-shaped’. Can anyone work out what this might mean? Show and discuss pictures of grim reaper.  **Application**  Ask students to write a description of a character containing a mystery which other students have to work out. The challenge is to find a character that other students will recognise without being told directly. |
| **5 minutes** | **Scaffold the activity**   * Brainstorm ideas of well-known characters that readers could be expected to recognise without being told the character’s name e.g. Father Christmas, Shrek, Batman, Peter Pan, Captain Jack (*Pirates of the Caribbean*), Adolph Hitler, the Prime Minister of Australia. * Explain that students should not just describe the characters: they need to dramatise them by putting them in a situation where they are doing something e.g. talking to someone/walking down the street. Maybe a situation we wouldn’t normally expect the character to be in e.g. Shrek as a checkout operator; Father Christmas as taxi driver. * Model some starter sentences for students e.g. ‘There was something definitely strange about the taxi driver. He had a snowy white beard and red cheeks and wore a red suit. I told him where I wanted to go and he chuckled to himself.’ |
| **15 minutes** | **Writing**  **Monitoring/formative assessment**  Teacher walks around monitoring work, offering assistance, praising good efforts and occasionally interrupting class to read out good examples. |
| **10 minutes** | **Sharing**  Volunteers read their work aloud to class and students guess who is being described. |