The purpose of this lesson is for students to identify and analyze characterization elements and character types for selected characters, Big Ma, Mama, Stacey, Cassie, and TJ, in *Roll of Thunder, Hear My Cry*. The analysis of the characterization elements and character types will be portrayed during the creation of a body biography and video interview.

**Content Objectives:** Students will work in groups to create a body biography and video of a character from *Roll of Thunder, Hear My Cry*.

1. ELL students will have the opportunity to explore and discuss the elements of characterization which includes character traits, motivation, point of view, conflicts, and relationships.
2. ELL students will understand how a combination of these traits is evident in the characters in *Roll of Thunder, Hear My Cry*.
3. ELL students will demonstrate how these traits can help to explain and predict the characters’ actions within the text.
4. ELL students will have an opportunity to collaborate with others and learn cooperatively.

**Language Objectives:** All students will be able to verbally explain and participate in the video creation of their character interview.

1. ELL students will read *Roll of Thunder, Hear My Cry* sections and receive any needed translations in order to obtain information necessary to create a character representation.
2. ELL students will discuss the effect of the author’s characterization choices.

**Culture Objectives:**

1. ELL students will pair with native English speaking students to discuss the different perspectives of how the character traits are viewed in their culture. The body biography and video creation from these groups will reveal these differences.
North Carolina Standard Course of Study Language Arts Goals: Grade 7

5.01: Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:

- analyzing the effects of such elements as point of view (first person, second person, and third person.)
- characterization (character traits, motivation, conflict, point of view, relationships.)

Teacher Materials:

- 12” x 12” dry eraser marker board for each student
- dry erase marker for each student
- cloth eraser for each student
- Characterization PowerPoint
- 5 large strips of bulletin board paper (approximately 4’ x 3’)
- 5 sets of colored markers
- Body Biography Sheet for each student
- Sony Cyber Shot Digital Camera with Video capability.
- Board area to display the body biography for the interview
- Chairs for group members arranged in semi-circle for interview.

Activity One: (Opening) The class will be divided into five groups. ELL students will be in different side-by-side groups in case they need to translate for one another. Initially, each group will be assigned a characterization element: character traits, motivation, conflict, point of view, and relationships; after the first character, groups will rotate the characterization element on which their group focuses. All groups will identify the character type. The class will view the Characterization PowerPoint showing well-known characters from movies and television shows. After displaying each character, students will use their knowledge of characterization elements and character types to identify these characteristics in the displayed character. Students will write their responses on the dry erase boards. Each group will discuss the rationale of their choices among their group and with the class during round-table discussions.

Activity Two: (Body Biography) Each group will complete a Body Biography on Big Ma, Mama, Stacey, Cassie, or TJ. The groups will discuss the author’s characterization and identify significant events, choices, and changes in the character to support the characterization. Using the bulletin board paper, groups will create a visual and written portrait illustrating aspects of the character’s life using colors, text, symbols, and artwork.
**Activity Three: (Character Interview)** Each group will write interview questions and responses based on their body biography that accurately reveal the characterization and character type of their character. The body biography will be the center of the interview and each member will take turns asking and answering questions pertaining to their character. Students will video their interview. Students will have an opportunity to preview their interview on the video camera. This activity may take several attempts as students get accustomed to speaking clearly to the camera.

**Conclusion:** The body biography interviews will be shown to another class. Students will understand that the interview portion of this lesson is meant to be a learning process and an opportunity to share with other classes.

**Assessment:** The class viewing the interview will provide each group a peer evaluation which includes strengths and needs work elements. The teacher will evaluate the body biographies and video production interviews using the attached rubrics.

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**Instructional Technology used for Teaching and Learning:**

There are two uses of technology for teaching and learning in this lesson. First, students become engaged in the lesson by viewing favorite movie and television characters using the Character PowerPoint. By using students’ most loved (or hated) characters, this simple use of technology instantly increases students’ interest level. Secondly, by allowing students to write and produce their own video interview, students are highly engaged in the characterization process. Additionally, by showing the videos to another class, students have a greater self-motivation to produce a quality video that interests the viewers, and students in other classes have a greater interest because of the opportunity to be a part of another class.
Assignment:

- Discuss the author’s characterization of your character. Your discussion should include physical and character traits, motivations, conflicts, point of view, relationships, and any other relevant characteristics.
- Discuss whether the character is round or flat.
- Review significant events, choices, and changes in your character.
- Create a visual and written portrait illustrating several aspects of the character’s life in *Roll of Thunder, Hear My Cry*.
- Fill the sheet of paper using information from the text.
- Your choices should be creative, analytical, and accurate based on the text.
- You will communicate to the class the full essence of your character by emphasizing traits.
- Your group will verbally explain your choices when you report to the class.

Requirements:

- Review the significant events of the novel related to your character
- Include visual symbols to represent your character
- Your representation should include physical and character traits, motivations, conflicts, point of view, relationships, and any other relevant characteristics.
- Identify whether the character is round or flat.
- List significant events, choices, and changes in your character.
- Create a visual and written portrait illustrating several aspects of the character’s life in *Roll of Thunder, Hear My Cry*.

Suggestions:

- Placement: Carefully choose the placement of your artwork. For example, the area where your character’s heart would be might be appropriate for illustrating the important relationships within his or her life.
- Virtues and Vices: What are your character’s most admirable qualities? Worst qualities? How can you make us visualize them?
- Color: Colors are often symbolic. What color do you associate with your character’s primary trait? Why?
- Symbols: What objects can you associate with your character that illustrates that person’s essence? Are there objects mentioned within the novel itself that you could use? If not, choose objects that especially seem to correspond with the character.
- Changes: Has your character changed? Has there been some outside influence?
Body Biography Rubric

Character: ________________________________

Group members: ____________________________

<table>
<thead>
<tr>
<th></th>
<th>Developed</th>
<th>Still Developing</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>The character is named and clearly described in text. Most readers could describe the character accurately.</td>
<td>The character is named and described. Most readers would have some idea of what the character looked like.</td>
<td>The character is named. The reader knows very little about the character.</td>
</tr>
<tr>
<td>Text Accuracy</td>
<td>All text information appears to be accurate and in chronological order.</td>
<td>Almost all text information appears to be accurate and in chronological order.</td>
<td>Most of the text information is accurate and in chronological order.</td>
</tr>
<tr>
<td>Accuracy of Facts</td>
<td>All facts presented in the biography are accurate and relate to the information in the story.</td>
<td>Almost all facts presented in the biography are accurate and relate to the information in the story.</td>
<td>Most facts presented in the biography are accurate and/or relate to the information in the story.</td>
</tr>
<tr>
<td>Creativity</td>
<td>The biography contains many creative details and/or descriptions that contribute to the reader's enjoyment. The biography is very imaginative.</td>
<td>The biography contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The biography shows some imagination.</td>
<td>The biography contains a few creative details and/or descriptions, but they distract from the biography. The author has tried to use imagination.</td>
</tr>
<tr>
<td>Use of color</td>
<td>The selection and use of color to accurately portray the character is evident.</td>
<td>Some selection and use of color to accurately portray the character is evident.</td>
<td>There does not appear to be a connection between the character and the selection and use of color.</td>
</tr>
<tr>
<td>Spelling and Punctuation</td>
<td>There are no spelling, punctuation, or grammatical errors. Character and place names that the author invented are spelled consistently throughout.</td>
<td>There is one spelling, punctuation, or grammatical error in the biography.</td>
<td>There are 2-3 spelling, punctuation, or grammatical errors in the biography.</td>
</tr>
</tbody>
</table>
# Video Production and Editing Rubric

**Group members:** ____________________________

**Audience:** ____________________________

<table>
<thead>
<tr>
<th>Area Evaluated</th>
<th>Beginner 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of characterization is evident and clearly portrayed.</td>
<td>Some of the content shows elements of characterization</td>
<td>Most of the content shows elements of characterization</td>
<td>All content shows elements of characterization</td>
<td></td>
</tr>
<tr>
<td>Video shows effective planning and scripting.</td>
<td>Some of the video shows effective planning and scripting</td>
<td>Most of the video shows effective planning and scripting</td>
<td>All of the video shows effective planning and scripting</td>
<td></td>
</tr>
<tr>
<td>All members of the group are present on the screen and participating.</td>
<td>One or two group members control the interview</td>
<td>Most group members actively participate</td>
<td>All group members participate</td>
<td></td>
</tr>
<tr>
<td>Voices are clear and speaking to audience.</td>
<td>Some speaking parts of the video are difficult to understand</td>
<td>Most speaking parts of the video are clear and articulate</td>
<td>All speaking parts of the video are clear and articulate</td>
<td></td>
</tr>
<tr>
<td>Video uses a variety of shots: group shot, one shot, two shot, and close-ups effectively</td>
<td>Some of the video uses a variety of shots: group shot, one shot, two shot, close-up shots effectively</td>
<td>Most of the video uses a variety of shots: group shot, one shot, two shot, close-up shots effectively</td>
<td>All of the video uses a variety of shots: group shot, one shot, two shot, close-up shots effectively</td>
<td></td>
</tr>
<tr>
<td>Video effectively incorporates multiple smooth transitions</td>
<td>Some of the video effectively incorporates multiple smooth transitions</td>
<td>Most of the video effectively incorporates multiple smooth transitions</td>
<td>All of the video effectively incorporates multiple smooth transitions</td>
<td></td>
</tr>
<tr>
<td>Speech is grammatically correct</td>
<td>More than two grammatical errors are evident</td>
<td>One or two grammatical errors are evident</td>
<td>No grammatical errors are evident</td>
<td></td>
</tr>
</tbody>
</table>