Feature Lesson: Talk Show

<table>
<thead>
<tr>
<th>Class:</th>
<th>Language Arts 7th Grade</th>
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<tbody>
<tr>
<td>Subject:</td>
<td>Characterization</td>
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<tr>
<td>Lesson Title:</td>
<td>Talk Show</td>
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<tr>
<td>Lesson Length:</td>
<td>4-5 days (90 minutes)</td>
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The purpose of this lesson is to increase student understanding of characterization, to provide practice writing a script, and to be involved in the production of a “talk show.”

**Content Objectives:** All students will create and film a “talk show” using characters from various literature we have read in class.

1. ELL students will become familiar with characterization.
2. ELL students will investigate different characters.
3. ELL students will participate in the creation and production of a “talk show.”

**Language Objectives:** All students will take part in the collaborative writing of the script for their talk show. Students will be able to get into character either as a guest or the host of the show.

1. ELL students will read either by themselves, with a partner, or group the various pieces of literature assigned.
2. ELL students will discuss and contribute to the group’s script.
3. ELL students will rewrite their part in the show.

**Culture Objectives:**

1. ELL students will pair with a native English speaking student to discuss similar and different uses of the television media with their native country, culture, and/or region.
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:

- engaging in small group discussions.
- analyzing the effects of such elements as characterization.
- extending understanding by creating products for different purposes, different audiences and within various contexts.
- analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.

Teacher Materials:

- Previously read novels, short stories, poems, etc.
- “set”: example - small table with chair for host, couch or chair(s) for guest(s), backdrop
- Paper and pencils
- Video camera with tripod
- Video cassette or card if needed for camera
- VCR/DVD player if needed
- Computer for uploading video if necessary
- Guidelines for creating video
- Rubric for grading project

Activity 1:
Introduction: In groups have students discuss their favorite characters from literature the class has previously read. Have them talk about how these characters were developed with indirect and direct characterization. Provide copies of the literature so students can find examples to back up their ideas. Come together as a class and let each group share which characters they discussed and how those particular characters were developed. Teacher may intervene in group selection to ensure that ELL students are with an English speaking student.

Activity 2:
Tell students that they are going to create a talk show. Give students a copy of the guidelines and rubric and explain them as needed. Have each student decide which role they would like to play on the talk show: host, guest, or cameraperson. To help them decide give them a brief description of each role.
- **Host:** will ask the questions and keep the show running smoothly; should memorize part, but may have questions written on index cards as reminders.
- **Guest:** will answer the questions and must stay in character (mannerisms, dialect, etc.); should memorize part, but may have “cue cards” to help as reminders.
- **Cameraperson:** will film the show using appropriate camera shots depending on what is happening; (All camerapersons will be given instruction on how to use the camera and have the opportunity to practice before filming the show.)

Have students get into groups of three consisting of a host, guest, and cameraperson. (If needed, there could be more than one guest on the show.) Teacher may again intervene to ensure ELL students are grouped with an English speaking student. (It has been my experience that ELL students who are not yet at ease speaking English in front of a group will, of course, choose to be the cameraperson. This is a great way for them, or shy students, to comfortably participate in this activity.)

Each group will decide which character will be the guest on their show. They will create a host. Students will collaboratively create a script making sure the guest stays in character.

Role playing is a research-based instructional strategy that most students enjoy and is a fun way to engage students in learning and reinforcing the concept of characterization.

**Guidelines:**
- Choose a character who will be interesting to interview.
- Use specific events from the book as you decide what questions to ask and what answers will be given.
- Questions must be relevant to the character’s story or poem.
- *It is imperative that the guest “stay in character.”*
- Your script must include camera directions.
- At least three questions should be asked and answered.
- Your show should be between 5 and 10 minutes long.
- You may include opening and closing appropriate music.
- Costumes and props may be used. Be creative!

Over the next few days give students time to write their script and practice putting on the show.

At some point, have a few volunteers create the set.

While the hosts and guests practice their parts, give an overview lesson to the camerapersons. (Our school has one of the “old-fashioned” VHS cameras. I like to use this because it is big and when you put it on the tripod it looks more like the big cameras on TV studio sets. You may want to use a newer camera so you can upload their shows onto the computer for podcasts and view them that way.) After they feel comfortable with the camera let them practice their camera shots with their host and guest.
Activity 3:
Conclusion: The conclusion of the activity is the final filming of the live shows. Students enjoy being the audience while the other students perform. Go over audience expectations with the class before the shows begin. Applause at the end of the show is encouraged. At the conclusion of all the shows, you can throw a “cast party” in appreciation for the students’ hard work. Have a table of refreshments and let the students mingle while still in character.

Activity 4:
Assessment: I use a rubric that was given to the students at the beginning of the activity. I view the tape to assess so I can pause if needed.

Rubric:

<table>
<thead>
<tr>
<th>Rating Indicator</th>
<th>1 Not Met</th>
<th>2 Partially Met</th>
<th>3 Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions Asked</td>
<td>Questions were not relevant to the chosen character</td>
<td>Had 1 or 2 questions that were relevant to the character</td>
<td>Had at least 3 relevant, thought provoking questions</td>
<td></td>
</tr>
<tr>
<td>Answers Given</td>
<td>Answers were not “in character”</td>
<td>1 or 2 answers were believable and “in character”</td>
<td>All answers were believable and “in character”</td>
<td></td>
</tr>
<tr>
<td>Host</td>
<td>Host was not believable and had not memorized lines</td>
<td>Host was believable at times and had partially memorized lines</td>
<td>Host was believable and had memorized lines</td>
<td></td>
</tr>
<tr>
<td>Guest</td>
<td>Guest did not stay in character and had not memorized lines</td>
<td>Guest was believable at times and had partially memorized lines</td>
<td>Guest was believable and had memorized lines</td>
<td></td>
</tr>
<tr>
<td>Cameraperson</td>
<td>Camera work was not smooth and significant</td>
<td>Camera work was smooth and significant at times</td>
<td>Camera work was smooth and significant</td>
<td></td>
</tr>
<tr>
<td>Extras (For)</td>
<td>Had no extras</td>
<td>Extras were</td>
<td>Extras were</td>
<td></td>
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Instructional Technology Used for Teaching:

This activity provides the opportunity for students to create an audio and video movie or podcast. Creating student-made resources ranks high in the use of instructional technology and integration.

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Signature:
Permission to Publish: Yes