### Professional Learning Community Grantees Product Template

**Instructor(s) Name(s):**
David Afflick

**District/Organization:**
Winthrop Public Schools

**Learning Standards:**
**Understanding a Text**: Standard 8 (8.29 – Identify and analyze patterns of imagery or symbolism, 8.30 -- Identify and interpret themes and give supporting evidence from a text)

**Guiding Principles:**
Focus: Motivating Students to Write in the Summer/Elements of a Story/Symbolism/Imagery/Characterization

<table>
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<th>Activity:</th>
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<tr>
<td><strong>SUBJECT: MCAS PREP/ LEVEL:</strong> 8th/9th/ 10th Grade</td>
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<td><strong>Subjects: Language Arts</strong></td>
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<td><strong>Overview of Lesson Plan:</strong> Students who need extra curriculum for competency on the MCAS exam need motivation for writing (especially during the summer!). In this module, students develop older versions of child or adolescent characters from favorite works of literature, adapting them for teenage or adult sequels. They then each outline a sequel and write its first chapter (or first few pages). This leads to a discussion and review of Elements of a Story and how you could develop this into a composition or an essay for the MCAS.</td>
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**Objectives:**
Students will:
1. Describe their favorite child and adolescent literary characters.
2. Individually develop a favorite young literary protagonist into an older teen or young adult character; create an outline for a sequel for this character.
3. Compose the first chapter of the sequel, focusing on the matured version of a young literary character.

**Activities / Procedures:**
1. **WARM-UP/DO-NOW**: Students respond to the following prompt in their journals (written on the board prior to class): "Who are your favorite child or adolescent characters from literature (children's stories, fairy tales, novels, etc.)? Name at least two from different stories. For each, respond to the following questions: How do you identify with this character? How would you describe his or her personality traits? How would you describe his or her physical appearance? What makes this character interesting?" After a few minutes, allow students to share their responses, listing the names of the characters on the board. As students will be expanding upon this exercise in the main activity of the lesson, you may wish to add a few additional characters to the list for greater variety. Possible characters include Huckleberry Finn, Little Red Riding Hood, Harry Potter, Lemony Snicket, Ponyboy Curtis, Christopher Robin, etc.

2. Explain to students that they each will be developing his or her favorite young literary character as an older, more mature character for a sequel that takes place five to ten years after the original story. Students may decide how much older they would like their characters to be for the new story but should focus on creating a pre-teen, teen or young adult character. They will develop their new "mature" characters, and then create outlines for their sequels.

Each student should first select a character, referring to the list on the board developed earlier in class for suggestions. Then, on a piece of paper, each student should describe his or her character by responding to the following questions (written on the board for easier student
access):
--How old is your "more mature" version of this character?
--What does he or she look like now? Which of these traits are similar to those in the younger
version, and which have developed since then?
--What does he or she normally wear?
--What key traits or characteristics does he or she still have from the original story? List at least
three.
--What new mannerisms or traits has this character adopted or developed with age? Why did
these traits develop?
--What types of challenges or changes has this character experienced over the last few years?
How have they affected him or her? List at least two examples.
--What are some of this character's dreams or goals?

Next, after students have created their character sketches, ask them to each outline a new story
in which this older character will resume the lead role.

This is a good opportunity to review basic components of a story: conflict (struggle or challenge
as the basis of the story), plot (series of events that lead to climax), crisis (turning point in story),
climax ("high point" of story, in which the protagonist's crisis is solved), and anticlimax (the end
results, or conclusion of the story), setting (time and place), local color (dialect and customs),
atmosphere (feelings around the events and setting), and additional characters (may be from
original story, but may also be new).

**Assessment:**

*Students will be evaluated based on initial journal responses, participation in class
discussions, detailed character sketches and sequel outlines, and thoughtfully written
first chapters to their sequels.*

**Next Steps:**

**Further Questions for Discussion:**

--What are some of your favorite literary characters who are adults? What do you think they might
have been like as children? Relate this to a question that the MCAS might ask!
--Is there a book that could have a sequel that you would order in advance or stand in line at
midnight to purchase? If so, what is it, and why would you take such actions to get an early copy
of the book? If not, why not?

**Materials:**

- pens/pencils
- paper
- student journals
- classroom board