

Character Web Creations (Original During Reading Activity)




OBJECTIVE: The students will identify important characters in the book and examine their distinctive traits.

INSTRUCTIONAL CONTENT: Character development

INSTRUCTIONAL ACTIVITY: During reading: Character Web Creations

Purpose: The students will examine several characters in To Kill a Mockingbird (TKAM) and identify personality traits that affect their behavior in different situations.

INSTRUCTIONAL MATERIAL:

-  TKAM text
-  Markers/paper
-  Journals (one for each student)

DELIVERY OF INSTRUCTION:

Grouping: Whole class for modeling; small groups for guided practice and independent practice

1. Explain to the students that they will work in small groups to identify important characters in the novel and create a character web on one of the main characters. The web will focus on the character's traits and the connection to the novel's themes, including money and power and their influence on human relations.
2. Model how to create a character web by describing the traits and thematic relationships for one character (see the sample Character Web for Mayella Ewell).
3. Initiate a class discussion once students understand how to create character webs.
 - Who were the most important characters in this book? (list on the chalkboard)
 - What were their relationships with one another? (discuss)
 - How did money and power influence these relationships? (discuss)
4. Have students move into small groups. Assign one main character to each small group (you may have to assign the same character to several groups.) Students should create a character web using marker and paper and find quotations or specific scenes that support their webs.
5. Have members of each small group share their web with the whole class.

EVALUATION/PROGRESS MONITORING:

Have the students work individually to make entries in their journals following the activity. Provide them with the following instructions:

1. Identify at least four important characters in the story.
2. Identify the characters' relationships with one another.
3. Note the influence of money and power on the characters' relationships.
4. Enclose a copy of your group's web in your journal. Make sure it is complete and accurate.

ADAPTATION IDEAS:**Instructional Content:**

- Limit the number of targeted characters.

Instructional Activity:

- Acrostic Creations with Taped Text
- Getting to Know You
- Biographical Lists

Delivery of Instruction:

- Use student pairs.
- Provide clues as to where character traits can be found in the text.
- Work directly with an individual or group, providing extra modeling and guided practice.

Instructional Material:

- Show the TKAM video.
- Have a student tape record his or her journal entry for later transcription.
- Speech-to-text technology for journal entries.

(These lesson plans were modified from plans created by Patricia Conroy, 9th grade English Language Arts teacher, Bowie High School, Austin, TX and were a part of the Integrated Curriculum Project collaborative grant between Vanderbilt University and The University of Texas - Austin, US Department of Education, Office of Special Programs grant #14845/H327A990027.)

TEKS Links: 4.6, 5.6, 6.6, 7.6, 8.6; English I-III: 6; English. IV: 7; Reading I-III: 4

