Sample virtual program: Stage 4 – crafting character

## Considerations for programming virtual classrooms

This sample learning sequence is a unit starter for a stage 4 English and the concept of character with aspects of point of view. Students will learn how character, 1st person point of view, events and setting are combined within the short story form to create an engaging narrative reflecting particular values. Students explore how figurative language, description and dialogue are used to influence the responders’ emotions and opinions.

Begin by exploring linear narratives exploring a single moment in time or a short time frame. Focus on either first person or third person limited narrative point of view. This allows students to explore the structure of this form in detail and allow students time to experiment. It also helps students avoid the trap of trying to cram an action movie into a short story.

Learning Intentions (LI) and Success Criteria (SC): could be used across a variety of lessons and/or developed into an entire unit of work. The teaching and learning activities do not cover all of the learning intentions and success criteria they provide a starting point. Students can access the technologies listed either via links provided by the teacher ([Mentimeter](https://www.mentimeter.com/), [Storyboard that](https://www.storyboardthat.com/) and [Poll Everywhere](https://www.polleverywhere.com/) for example), while [Flipgrid](https://educationblog.microsoft.com/en-us/tag/flipgrid/), and [Forms](https://www.bing.com/videos/search?q=microsoft+forms&view=detail&mid=BC5F82830236D07A3E41BC5F82830236D07A3E41&FORM=VIRE) are all free through the Office 365 application.

Assessment of learning (final resource at the end of the document): students create a narrative. This creative composition focuses on one character and is influenced by personal perspective. Students write a reflection explaining how their reading, research and/or analysis of set texts etcetera has influenced their characterisation, description of events, setting and/or use of dialogue.

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Table 1: Guiding questions for establishing learning expectations and communication processes

|  |  |
| --- | --- |
| Guiding question | The structure of teaching and learning activities |
| What are your students going to learn?  Outcomes and concept | Content from outcomes 1 and 4 have guided this learning sequence:   * responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4 1A * makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4 4B   Students will:   * Define character, point of view and other key terminology * Identify prior knowledge * Recognise and identify description of character, events, conflict and setting, figurative language and dialogue * Analyse how characterisation, events and setting are combined in narrative * Discuss the purpose and appeal of the description of character, events and setting within narrative * Identify language that influences emotions * Identify and explain how point of view is used to presented ideas and options through text * Reflect on the connection between your own experiences and the world in texts. |
| How are they going to learn it? (Resources and Strategies) | Students will:   * Experiment with character development and narrative voice * Experiment with the short story form and use description, figurative language and dialogue * Experiment with and explain how point of view is used to present ideas and options * Compose a text influenced by your personal perspective * Explain the connection between the work of the author and personal composition.   What is the specific task that students are to complete to demonstrate their learning?   * Each learning sequence contains a check point task. |
| Lesson sequence timing | When do you expect each task to be completed?   * This sequence of learning will take at least three lessons. |
| Collecting evidence of student learning (Verification) | How will you collect evidence of student learning in the online or technology free space?   * Synchronous: students collaborate via set documents, discuss in meet live spaces, post responses and provide feedback * Asynchronous: students collaborate in documents in set groups or individually, post responses to set questions, and post feedback or comments * Workbook: complete set tasks in work booklet and share via post. |
| Feedback | How will feedback be provided to students? Provide a formative and/or summative assessment feedback process.   * Synchronous: provide verbal feedback as you meet live * Asynchronous: provide feedback to student’s posts, assignment submissions, emails, comments in a document or conversation about a document * Workbook: traditional feedback method as students post/hand in workbook. |
| Communication | How will student learning be oriented?   * Develop a clear outline of the technology and resources students are able to utilise while learning from home. This knowledge will impact the entire structure of your learning sequence. Students could complete a quick survey ([Google](https://www.youtube.com/watch?v=LxlfPLPI0wM) or [Microsoft Forms](https://www.youtube.com/watch?v=-OzDE6XE0T4)). You may wish to ask questions about learning devices, internet connection, home learning space, and access to a printer, and also siblings or parents who might also be learning/working from home.   Each lesson could utilise the following structure:   * Understanding our learning goals: 10 minute live or recorded check in and discussion of learning sequence and goals. Provide students with a to-do list. * Question & answer: students record questions in the Q&A document for that sequence of learning. Students ask clarifying questions of the teacher and all students have access to this information which will not get lost in a Posts thread. * Tasks outlined in resource booklet with links and worksheets provided. These can be printed and completed in a workbook OR students engage with online documents using the elected learning platform.   How will you share and display information for your students to access?   * Provide students a printed copy of the work booklet and work sheets. Email and upload to the learning platform. Provide an outline of the learning sequence. * Add files to elected learning platform and tag students in key documents or links as you progress through the learning.   How can you promote student-teacher interactions?   * Use the usual timetable and allocate times to ‘meet live’ or make contact if online meeting is not possible. * Outline to students how they can access support, what processes will you be using? Provide students with a clear workflow of this process.   How can opportunities for inter-learner interactions be incorporated into activities?   * Use the usual timetable and allocate times for students to collaborate live, utilise free technologies like Flipgrid where students can share video and voice clips so they can see and hear each other. * Assign group tasks and ensure these reflect technology students can access. Students with inconsistent internet access may call each other to collaborate on a task.   How will the teacher monitor and support progress in student learning?   * Identify check in methods to students, this may be part of the communication workflow. |

All outcomes referred to are from [English K-10](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

### Lesson sequence – crafting character

#### Student guided inquiry

This learning sequence provides a range of teaching and learning activities that can be delivered in a synchronous, asynchronous or entirely offline environment. This sequence can be applied to many different short stories and has been designed with teacher flexibility in mind. It can easily be adapted to the resources the teacher has access to, feels comfortable using and is able to print or share with students. There are thinking routines and experimenting activities provided.

Stage 4: students will refine their understanding of the conventions of the short story form, the process of characterisation, and of the features of narrative. They will examine texts that help develop their understanding of how to craft character, conflict, events and setting. Students will experiment with crafting character and narrative. They will compose figurative language, dialogue, description and emotive language.

**Table 2: Stage 4 – crafting character**

|  |  |  |
| --- | --- | --- |
| Lesson sequence and syllabus outcomes | Guiding questions: | Evidence of learning – synchronous, asynchronous and workbook |
| What are your students going to learn? | Learning intention and success criteria  Students will:   * Define character, point of view and other key terminology * Identify prior knowledge * Recognise and identify description of character, events, conflict and setting, figurative language and dialogue * Analyse how characterisation, events and setting are combined in narrative * Discuss the purpose and appeal of the description of character, events and setting within narrative * Identify language that influences emotions * Identify and explain how point of view is used to presented ideas and options through text * Reflect on the connection between your own experiences and the world in texts.   Students will:   * Experiment with character development and narrative voice * Experiment with the short story form and us description, figurative language and dialogue * Experiment with and explain how point of view is used to present ideas and options * Compose a text influenced by your personal perspective * Explain the connection between the work of the author and personal composition. |  |
| How are they going to learn it? (Resources and Strategies) | **Resources**:  Links are embedded within the teaching sequence.   * NSW Department of Education document outlining [Teaching Comprehension Activities](http://163.22.77.147/web/upload/201505251942014.pdf) [bit.ly/33GDPFC](https://bit.ly/33GDPFC) * Other options: [SBS Voices](https://www.sbs.com.au/topics/voices?cid=infocus) [sbs.com.au/topics/voices?cid=infocus](https://www.sbs.com.au/topics/voices?cid=infocus) houses and promotes the stories of young writers from culturally diverse backgrounds, [SBS voices explained](https://www.sbs.com.au/topics/voices/culture/article/2019/06/25/sbs-voices-place-diverse-storytelling) [bit.ly/33Ktad9](https://bit.ly/33Ktad9). The stories shared are for all ages and it is essential the teacher reads the text and identifies it as appropriate for students and their contexts prior to assigning to students.   **Strategies utilised in learning sequence below**   * Resources list at the end of the file and live links through the lesson sequence * Explanation of the [Popsicle stick method](http://www.theteachertoolkit.com/index.php/tool/popsicle) (duration 1:14) * Explanation of the [2 Stars and a Wish](https://www.assessmentforlearning.edu.au/professional_learning/peer_feedback/peer_strategies_enhance.html#1) feedback method [bit.ly/33GDPFC](https://bit.ly/33GDPFC) * Use [Mentimeter](https://help.mentimeter.com/en/articles/375437-create-your-first-presentation) and/or [Poll Everywhere](https://www.polleverywhere.com/videos) to set students short formative assessment questions where you want quick responses in one place. * Use [Flipgrid](https://www.youtube.com/watch?v=-aZ523-HHBg) to initiate oral communication between students where they can share responses to a provided question. * Complete worksheets online, engage in individual and peer research and share their learning through posts and collaborative completion of worksheets. View set clips. * Forms: access quizzes created by the teacher, create quizzes for their peers based on their learning. |  |
| Lesson sequence | **Understanding our learning goals:** 10 minute live or recorded check in and discussion of learning sequence and goals   * Outline the sequence of learning intentions and success criteria (Resource workbook a list is provided in the workbook resource at the end of the file, modify these as you see fit). * Students create their to-do list as per Resource 1. | Record and actively engage in discussion of learning intentions.  Students share ideas during online meeting. |
| Lesson sequence  S4O1EP04 experiment with language forms and features to compose texts for pleasure and enjoyment | **Engaging personally with prior learning – resource 2**   * Use the [Popsicle stick method](http://www.theteachertoolkit.com/index.php/tool/popsicle) [theteachertoolkit.com/index.php/tool/popsicle](http://www.theteachertoolkit.com/index.php/tool/popsicle) (duration 1:14) as pre-assessment for learning and determine what students already know about conventions of the short story form, characterisation, and of narrative including character, conflict, events and setting. * Create a prior learning quiz using [Google](https://www.youtube.com/watch?v=LxlfPLPI0wM) or [Microsoft Forms](https://www.youtube.com/watch?v=-OzDE6XE0T4). * Discuss/explain what they know about figurative language, dialogue, description and emotive language. * Use [Mentimeter](https://help.mentimeter.com/en/articles/375437-create-your-first-presentation) and/or [Poll Everywhere](https://www.polleverywhere.com/videos) students demonstrate prior learning in response to set questions.   **Collaborative or in the workbook (resource booklet at the end of the file)**   * Encourage students to have some fun and collaboratively construct examples of the following. They may start by listing examples, describe examples and then build to creating examples. Figurative language, dialogue, description, emotive language and maybe other things like monologue, stereotype, archetype or others. * Provide students with feedback and/or encourage students to offer each other feedback in the collaborative document using the [2 Stars and a Wish](https://www.assessmentforlearning.edu.au/professional_learning/peer_feedback/peer_strategies_enhance.html#1) method [bit.ly/33GDPFC](https://bit.ly/33GDPFC). | Teacher post student names and students respond with their ideas.  Collaboratively respond in allocated online word document.  Record ideas in workbook and research definitions in dictionary. |
| Lesson sequence | **Understanding the learning processes – resource 3**  Building the field   * If students do not have a note taking method you may wish to utilise the Cornell Method as it is easy to follow, has many templates online and many guiding videos. Students need to be explicitly taught how to takes notes. * Cornell notetaking:   + [How to take Cornell notes properly](https://www.youtube.com/watch?v=ErSjc1PEGKE),(duration 3:24) [youtube.com/watch?v=ErSjc1PEGKE](https://www.youtube.com/watch?v=ErSjc1PEGKE)   + [How to take Cornell notes](https://www.youtube.com/watch?v=WtW9IyE04OQ) (duration 5:26) [youtube.com/watch?v=WtW9IyE04OQ](https://www.youtube.com/watch?v=WtW9IyE04OQ) or use another method. * Use [Mentimeter](https://help.mentimeter.com/en/articles/375437-create-your-first-presentation) and/or [Poll Everywhere](https://www.polleverywhere.com/videos) students explain why note taking is important and a valuable learning tool. | View the notetaking clip and create a set of notes using the template.  Copy and paste the document into the class word document OR draw the table into the workbook. |
| S404RC12 creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences  S4O1EP01 recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts | **Connecting, engaging personally:** students examine set material and connect new learning to prior learning   * View:   + [Flocabulary – Five Things](https://www.youtube.com/watch?v=c6I24S72Jps&feature=emb_title) (Elements of a short story) (duration 3:42) [youtube.com/watch?v=c6I24S72Jps&feature=emb\_title](https://www.youtube.com/watch?v=c6I24S72Jps&feature=emb_title) and   + [Plot Elements](https://www.youtube.com/watch?v=WH5jlkK4aUI) (duration 2:40) [youtube.com/watch?v=WH5jlkK4aUI](https://www.youtube.com/watch?v=WH5jlkK4aUI) clip. * Print or share the file [Five Elements lyrics](https://cpb-us-e1.wpmucdn.com/cobblearning.net/dist/1/880/files/2015/09/fivethings-lyrics-15wkk7t.pdf) [bit.ly/2wBjwNx](https://bit.ly/2wBjwNx) and/or add this to the work booklet file.   Identify the elements of a short story and plot.   * Provide students with a first person point of view short story (print or share the written and/or audio file) and ask students to collaboratively identify each element: plot (exposition, rising action, climax falling action and resolution), character, conflict, theme and setting. * Students use the ‘new comment’ function in Microsoft word to identify elements. * Quiz: create a multiple choice quiz using evidence from the sample story (google and Microsoft forms). * Online or workbook: students adapt the sample story and re-tell the story from another character’s point of view. They may write in prose, poetry, play script, letter, monologue, or create a comic or other negotiated form. * Post reflection: explain how this process lead you to think about the characters in a different way. * Students read short stories teacher provided by the teacher. * Flipgrid: teacher identifies and shares their favourite short story. Explain why this is your favourite in relation to the features of the short story and/or what it led them to think about the world. Support your ideas by providing examples of character, events, setting, figurative or descriptive language. * Flipgrid: students respond to the flipgrid by explaining which story is their favourite so far and why. * View and worksheet provided with the clip: [Point of view (part 1)](https://www.youtube.com/watch?v=R-Z8r5sFa6k&feature=youtu.be) (duration 11:41) [youtube.com/watch?v=R-Z8r5sFa6k&feature=youtu.be](https://www.youtube.com/watch?v=R-Z8r5sFa6k&feature=youtu.be) * Define each point of view and construct an example. * Share your examples with a peer. | Examine the clip/file and individually or collaboratively create notes using the template.  Students identify the features of a short story and plot.  Use the comments function to collaboratively identify elements.  Composition in online document or workbook.  Post or write personal explanation.  Flipgrid composition reflects understanding of short story features and personal connection. |
| Lesson sequence  S401DA01 interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)  S401UA07 identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)  S401RC01 respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure | **Connecting, engaging personally and experimenting - resource 4:** students examine set material and connect new learning to prior learning  Exploring character   * Research the etymology and definition of the word character. Create an agreed upon definition and etymological explanation. Shows students the importance of going beyond the first search result. * Discuss/post/record their favourite characters. Explain how composers have created this powerful character and led to this personal connection. Resource provided in the booklet.   Type of conflict   * View: [Teaching: Types of Conflict through Film Clips](https://www.youtube.com/watch?v=6IHUuZ8Evag) (duration 4:24) [youtube.com/watch?v=6IHUuZ8Evag](https://www.youtube.com/watch?v=6IHUuZ8Evag) * Identify the different types of conflict and collaboratively create an example of how this could be explored in a short story. Use the resource in the booklet. * Options: post/collaborate/write   Provide students with short story examples of each type of conflict, students must identify the conflict, explain the character’s point of view, identify devices used to establish, foreshadow or introduce this conflict and establish a certain tone. Students should support their ideas with evidence.  Experimenting  Compose the next part of the story by exploring another perspective of this conflict. You could write in a different form: letter, speech, poem, blog post etcetera. Your character might be trying to persuade another character of their opinion or ideas.   * Student composition: Begin the story with your favourite character dealing with an internal or external conflict. Focus on creating a specific impression of this character and helping the responder, your teacher or peer, to learn something new about this character. Remind students they can make this up! They do not need to follow what they already know about this character. | Compile definitions and ideas in one resource.  Share ideas via online meeting.  Record ideas in workbook and chat with peer over the phone.  Examine the clip/file and individually or collaboratively create notes using the template.  Record ideas via comments in the document, conversation, collaborate in word document.  Personal composition demonstrates understanding of conflict. |
| Lesson sequence  S401RC05 recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)  S404DA2 explore and analyse the ways purpose, audience and context affect a composer’s choices of content, language forms and features and structures of texts to creatively shape meaning  S405EP3 share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627) | **Understanding, connecting, engaging personally and/or critically - resource 5:** students examine set material and connect new learning to prior learning  Exploring descriptive writing   * Provide students with excerpts from various stories where a character is introduced and there is an effective description of either events and/or setting.   1. Describe what you think will happen next.   2. Explain why you think that and identify what helped you make that prediction.   3. Identify words, events or characters you expect to see or hear in this text.   4. Who do you think the audience was for the original story, what makes you say that?   5. When do you think the original story was written, what makes you say that?   6. Continue the story writing 4-5 sentences of description and action.   7. Compare your version with the original and discuss the differences with a peer.   8. Post/reflect: what did this activity help you understand about characterisation? * Students read 1-2 of the stories in full and complete set tasks assigned from [Teaching Comprehension Activities](http://163.22.77.147/web/upload/201505251942014.pdf) [bit.ly/33GDPFC](https://bit.ly/33GDPFC) * Construct a plot map of one story. * Flipgrid: teacher first and then student - explain your favourite and least favourite story and explain why, connect to examples of character, events, conflict and/or setting.   Viewing  Examine the following clips and construct notes in response to the new learning:   * [How to write descriptively](https://www.youtube.com/watch?v=RSoRzTtwgP4&feature=youtu.be) (duration 4:41) [youtube.com/watch?v=RSoRzTtwgP4&feature=youtu.be](https://www.youtube.com/watch?v=RSoRzTtwgP4&feature=youtu.be) and/or * [Kurt Vonnegut on how to write a short story](https://www.youtube.com/watch?v=nmVcIhnvSx8&feature=youtu.be) (duration 1:28) [youtube.com/watch?v=nmVcIhnvSx8&feature=youtu.be](https://www.youtube.com/watch?v=nmVcIhnvSx8&feature=youtu.be) and/or * [Joyce Carol Oates Teaches the Art of the Short Story](https://www.youtube.com/watch?v=DPeNFzqctxw&feature=youtu.be) (duration 2:30) [youtube.com/watch?v=DPeNFzqctxw&feature=youtu.be](https://www.youtube.com/watch?v=DPeNFzqctxw&feature=youtu.be) and/or * [Kurt Vonnegut How to make your soul grow](https://www.youtube.com/watch?v=0NpOUVCfw8Q&feature=youtu.be) (duration 2:15) [youtube.com/watch?v=0NpOUVCfw8Q&feature=youtu.be](https://www.youtube.com/watch?v=0NpOUVCfw8Q&feature=youtu.be) (transcript of the letter found here: [transcript](http://www.lettersofnote.com/2013/10/make-your-soul-grow.html?m)) and then a beautiful reading by [Sir Ian McKellen](https://www.youtube.com/watch?v=Sgh7R_saOtg) (duration 2:41) [youtube.com/watch?v=Sgh7R\_saOtg](https://www.youtube.com/watch?v=Sgh7R_saOtg) * Write the 6 line poem that rhymes and then destroy the poem. * Reflect: complete each sentence based on this viewing and note taking.   I used to think…  Now I think… | Record ideas via comments in the document, conversation, collaborate in word document.  Construct personal response connecting to key questions.  Construct personal response and share Flipgrid.  Personal explanation in work book.  Examine the clip/file and individually or collaboratively create notes using the template.  View clips and record ideas via comments in the document, conversation, collaborate in word document.  Write 6 line rhyming poem.  Personal reflection that could be shared via posts. |
| S401RC05 recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)  S401RC04 compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)  S404DA2 explore and analyse the ways purpose, audience and context affect a composer’s choices of content, language forms and features and structures of texts to creatively shape meaning | **Experimenting and reflecting - resource 6 and 7:** students apply their new learning and reflect on their creative process   * [Characterization Lesson Using Disney’s Frozen](https://www.youtube.com/watch?v=-ZnD0AGqQ7I)  (duration 4:55) [youtube.com/watch?v=-ZnD0AGqQ7I](https://www.youtube.com/watch?v=-ZnD0AGqQ7I)   Identify the different ways characterisation is established: direct, indirect (looks, speech relationships, actions and thoughts)   * Students examine short story excerpts that explore different aspects of characterisation and identify each feature. Students provide textual evidence and explain what it helps them learn about the character and their world. * You may need to revisit with the class how to correctly include evidence in their answers.   1. Who do you think the audience was for the original story, what makes you say that?   2. When do you think the original story was written, what makes you say that?   3. Identify examples of descriptive and figurative language and explain of sketch the image that is represented.   4. Continue the story writing 4-5 sentences of description and action.   5. Compare your version with the original and discuss the differences with a peer.   6. Post/reflect: what did this activity help you understand about characterisation? * Examine the visual images and story starters found at [Pobble.com](http://www.pobble365.com/). There are 365 options and a few are suggested for you below. Utilise 2-3 of the samples and craft your own short narratives. Try to establish your character using direct and indirect characterisation.   [Magic](http://www.pobble365.com/magic): story stimulus with adverb activity.  [Tiger Samurai](http://www.pobble365.com/tiger-samurai-2): character, complex sentence and conflict activity.  [Top of the beanstalk](http://www.pobble365.com/top-of-the-beanstalk): adjectives and representation activity.  [The never ending tunnel](http://www.pobble365.com/the-never-ending-tunnel): simile and setting activity.   * Resource: crafting character: students complete the set activities. | View clips and record ideas via comments in the document, conversation, collaborate in word document.  Construct personal response connecting to key questions. |
| Lesson sequence  S4O1EP04 experiment with language forms and features to compose texts for pleasure and enjoyment  S404UA6 experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts (ACELY1810) | **Experimenting and reflecting:** students apply their new learning and reflect on their creative process  **Extension:**   * Students explore the following videos   + [In Medias Res](https://www.youtube.com/watch?v=oXwn-6A-p-g) (duration 2:36) [youtube.com/watch?v=oXwn-6A-p-g](https://www.youtube.com/watch?v=oXwn-6A-p-g) and/or   + [In Media Res](https://www.youtube.com/watch?v=DANsUoxpTo4) (duration 7:06) [youtube.com/watch?v=DANsUoxpTo4](https://www.youtube.com/watch?v=DANsUoxpTo4) (Latin for ‘in the middle’) and why this is an exciting element of the short story form. * Provide students with an in media res short story. Students individually or collaboratively write their version of the stories preceding events. Identify specific conventions you would like students to use. * Students could experiment using this feature. * Creative task: write the start of a narrative in media res and then move to a short flashback providing a short description of an essential piece of information exploring a prior event. * Students share their composition and offer/provide feedback regarding the use of in media res. | Examine the clip/file and individually or collaboratively create notes using the template.  Construct creative response following guidelines (word doc or workbook). |
| Differentiation | Each creative task provides the opportunity for differentiation as students are able to access the material based on their level of understanding. Scaffolding may need to occur and tasks could be broken into smaller learning chunks. The language of the resources can also be simplified or further learning resources expanded. |  |
| Extension/HPGE | Creative experimentation options provided throughout. Students have choice as well as the opportunity to collaborate and conduct further research. |  |

## Resource booklet

### Resource 1: goal setting and daily planning

#### Learning intentions

* Define character, point of view and other key terminology
* Identify prior knowledge
* Recognise and identify description of character, events, conflict and setting, figurative language and dialogue
* Analyse how characterisation, events and setting are combined in narrative
* Discuss the purpose and appeal of the description of character, events and setting within narrative
* Identify language that influences emotions
* Identify and explain how point of view is used to presented ideas and options through text
* Reflect on the connection between your own experiences and the world in texts.

#### Success criteria

* Experiment with character development and narrative voice
* Experiment with the short story form and us description, figurative language and dialogue
* Experiment with and explain how point of view is used to present ideas and options
* Compose a text influenced by your personal perspective
* Explain the connection between the work of the author and personal composition

Utilise this table to help establish your goals for each lesson.

**Table 1: today’s reflection and planning - remember to copy and paste or draw up in your booklet a new table for each lesson**

|  |  |
| --- | --- |
| Outline | Today’s reflection and planning: “Wake up with determination. Go to bed with satisfaction.” (Insert your own motivational quote each lesson) |
| Today is | My daily goal(s) are:  Today’s energy levels  2 3 4 5 6 7 8 9 10  I have enjoyed… |
| One thing I will do TODAY for my energy and exercise |  |
| General To-Do List or Notes |  |
| Reminders:  (tag your teacher once you have finished goal setting) |  |

|  |  |  |
| --- | --- | --- |
| Class / Personal Activity | To-do process | Feedback |
| State the item  Remember to check your class list to help you complete your own. Think about the tasks you need to complete, activities to engage with, people to contact and useful links or resources. |  |  |

### Resource 2: outlining your prior knowledge

#### Explain and describe

1. What do you know about the following?
   1. The short story as a type of fiction?
   2. Characterisation?
   3. Types of characters?
   4. The elements of a narrative?
2. Why are the following important in short stories?
   1. Characters
   2. Conflict
   3. Events
   4. Setting
   5. The role of setting
3. Discuss/explain what you know/remember about:
   1. Figurative language
   2. Dialogue
   3. Description
   4. Emotive language

Collaborative or in the workbook

1. List examples of, create examples of, or describe the following: figurative language, dialogue, description, emotive language. Stretch your thinking by crafting a character’s monologue, create a stereotypical character or two and/or utilise a few story archetypes to begin a little narrative.

You might like to explore the following resources to help expand your thinking about character. Use your note taking method to help build your understanding and record your new learning.

Stereotypes

* [Gender Roles and Stereotypes,](https://www.youtube.com/watch?v=Ulh0DnFUGsk) (duration 1:47) [youtube.com/watch?v=Ulh0DnFUGsk](https://www.youtube.com/watch?v=Ulh0DnFUGsk) This clip explains the history of gender role stereotypes and why they are unrealistic.
* [Gender stereotypes and education](https://www.youtube.com/watch?v=nrZ21nD9I-0), (duration 1:23) [youtube.com/watch?v=nrZ21nD9I-0](https://www.youtube.com/watch?v=nrZ21nD9I-0) This clip explains how stereotypes influence people as they grow up.

Archetypes:

* [What is an Archetype?](https://www.youtube.com/watch?v=dvYM4GIbYKg) (duration 4:51) [youtube.com/watch?v=dvYM4GIbYKg](https://www.youtube.com/watch?v=dvYM4GIbYKg) This clip explores some of the history of the archetype.

### Resource 3: Cornell notes sheet

Table – Cornell notes template – copy and paste a new one for each text or draw up a new one in your work booklet.

|  |  |
| --- | --- |
| Topic: | Text or resource name and link: |
| Main ideas, questions that connect points, diagrams, prompts to help you study.  When? (make note of these while you view/read and revisit after you have finished reading/viewing) | Notes  Record your notes here, use concise sentences or dot points/lists.  You can use symbols, little drawings and/or abbreviations.  Keep space between points so your notes are easy to follow.  Take these as you are viewing/reading the text. |
| Add a row each time you are writing notes responding to a new question or a new idea. |  |
| Summary:  When? After you have finished the text and you are summarising and reviewing your notes. | Write 3-6 (depending on the length of the text) sentences describing specific learning from these notes. These are the key takeaway learning points – the new and the most important learning for you. |

### Resource 4: Character and characterisation

Character and characterisation  
Characterise and characterisation describes the creation of a convincing (recognisably human) representation of fictitious characters. The process involves showing the character’s essential qualities or attributes and it can explore their morals. It involves purposeful communication of the thoughts, speech, actions and experiences of the characters.

You need to understand that characters are purposefully constructed by composers. They are used to create a connection between the responder and the plot. They can cause sympathy and empathy, or vastly different experiences like antagonism and antipathy.

You will begin to understand that characters in stories are not just the people who experience the action in the story. They can also be an object, landscape, being or entity that is granted human qualities by the composer through the use of language techniques like personification and anthropomorphism.

#### Short story form

Definition: a creative work of narrative fiction with a fully developed theme usually written in prose and under 10 000 words in length. The usual conventions of short stories:

* contain only a few characters
* are told from one point of view
* focus on one aspect of a character
* have an emphasis on creating mood
* contain precise descriptions and are powered by strong verbs and nouns
* explore an internal or external conflict
* focus on a specific situation over a short time period
* less focus on plot development
* may not utilise traditional dramatic structure and instead begin in middle of the action (in medias res)
* endings can be left open with feelings of uncertainty
* endings can have an abrupt and/or unexpected resolution
* are able to be read in one sitting
* are written to entertain or explore an idea or situation

##### Favourite characters

* Who is your favourite character, why?
* Describe the emotional connection you have to them.
* List these emotions.
* Are they a flat or round character? Research these terms if you have forgotten them from primary school: [Teaching: character types in film and TV](https://www.youtube.com/watch?v=qOODHYmpJ6k) (duration 5:09) [youtube.com/watch?v=6IHUuZ8Evag](https://www.youtube.com/watch?v=6IHUuZ8Evag)
* Are they dynamic or static?
* How do you think the composer helped create this connection? Think about the situations the character finds themselves in and how they respond to this situation, or their personality and treatment of other people. What is it about how they behave/respond that makes you connect to them?
* List some of their attributes, skills or traits you like most.
* Identify examples of their thoughts or speech you found engaging.
* Describe some of their actions or experiences you found inspiring or interesting.

##### Conflict

* View [Teaching: Types of Conflict through Film Clips](https://www.youtube.com/watch?v=6IHUuZ8Evag) (duration 4:23) [youtube.com/watch?v=6IHUuZ8Evag](https://www.youtube.com/watch?v=6IHUuZ8Evag) and identify the different types of conflict and collaboratively create an example of how this could be explored in a short story. Use the resource in the booklet.

Table – Conflict and short story ideas/examples

|  |  |
| --- | --- |
| Type of conflict | Creative ideas and examples |
| State the type of conflict | Describe a situation you might explore in a short story. |
| Insert a new row for each type of conflict |  |
|  |  |
|  |  |
|  |  |
|  |  |

##### Getting creative

* Now that you have listed the various aspects of their character and identified key moments of characterisation write the opening of a story featuring them as the protagonist. Begin the story with the character dealing with an internal or external conflict. Focus on creating a specific impression of this character and helping the responder, your teacher or peer, to learn something new about this character. You can make this up! You do not need to follow what you already know about this character.

### Resource 5: exploring short extracts

Examine the story excerpts. Here a character is being introduced or there is an character effective description (in resource booklet)

* 1. Describe what you think will happen next.
  2. Explain why you think that and identify what helped you make that prediction.
  3. Identify words, events or characters you expect to see or hear in this text.
  4. Who do you think the audience was for the original story, what makes you say that?
  5. When do you think the original story was written, what makes you say that?
  6. Continue the story writing 4-5 sentences of description and action.
  7. Compare your version with the original and discuss the differences with a peer.
  8. Post/reflect: what did this activity help you understand about characterisation?

### Expanding your thinking

View the following clips and construct a series of notes in response to each.

* [How to write descriptively](https://www.youtube.com/watch?v=RSoRzTtwgP4&feature=youtu.be) (duration 4:41) [youtube.com/watch?v=RSoRzTtwgP4&feature=youtu.be](https://www.youtube.com/watch?v=RSoRzTtwgP4&feature=youtu.be)
* [Kurt Vonnegut on how to write a short story](https://www.youtube.com/watch?v=nmVcIhnvSx8&feature=youtu.be) (duration 1:28) [youtube.com/watch?v=nmVcIhnvSx8&feature=youtu.be](https://www.youtube.com/watch?v=nmVcIhnvSx8&feature=youtu.be)
* [Joyce Carol Oates Teaches the Art of the Short Story](https://www.youtube.com/watch?v=DPeNFzqctxw&feature=youtu.be) (duration 2:30) [youtube.com/watch?v=DPeNFzqctxw&feature=youtu.be](https://www.youtube.com/watch?v=DPeNFzqctxw&feature=youtu.be)
* [Kurt Vonnegut How to make your soul grow](https://www.youtube.com/watch?v=0NpOUVCfw8Q&feature=youtu.be) (duration 2:15) [youtube.com/watch?v=0NpOUVCfw8Q&feature=youtu.be](https://www.youtube.com/watch?v=0NpOUVCfw8Q&feature=youtu.be) (transcript of the letter found here: [transcript](http://www.lettersofnote.com/2013/10/make-your-soul-grow.html?m)) and then a beautiful reading by [Sir Ian McKellen](https://www.youtube.com/watch?v=Sgh7R_saOtg) (duration 2:41) [youtube.com/watch?v=Sgh7R\_saOtg](https://www.youtube.com/watch?v=Sgh7R_saOtg)
* Write the 6 line poem that rhymes and then destroy the poem.
* Complete each sentence based on this viewing and note taking.

I used to think…

Now I think…

### Resource 6: direct and indirect characterisation

[Characterization Lesson Using Disney’s Frozen](https://www.youtube.com/watch?v=-ZnD0AGqQ7I) (duration 4:55) [youtube.com/watch?v=-ZnD0AGqQ7I](https://www.youtube.com/watch?v=-ZnD0AGqQ7I)

Direct or explicit characterisation has the author literally telling the audience about the characters personality traits, what the character is like. This may be done via the narrator, another character or the character themselves.

Indirect or implicit characterisation relies on the responder inferring meaning about the character based on the character’s thoughts, actions, speech (both what is said and the tone of voice which shows us how it is said), physical appearance, mannerisms and interaction with and responses to with other characters.

* Examine the visual images and story starters found at [Pobble.com](http://www.pobble365.com/). Utilise 2-3 of the samples and craft your own short narratives. Try to establish your character using direct and indirect characterisation.
  1. [Magic](http://www.pobble365.com/magic): story stimulus with adverb activity.
  2. [Tiger Samurai](http://www.pobble365.com/tiger-samurai-2): character, complex sentence and conflict activity.
  3. [Top of the beanstalk](http://www.pobble365.com/top-of-the-beanstalk): adjectives and representation activity.
  4. [The never ending tunnel](http://www.pobble365.com/the-never-ending-tunnel): simile and setting activity.

### Resource 7: Crafting character

#### Experiment with character development

* Experiment with the short story form and us description, figurative language and dialogue.
* Compose a text influenced by your personal perspective.

The core focus of this series of activities is developing your understanding of character and characterisation. Craft your own engaging character/s, events, conflict and setting into a cohesive plot. There are many ways to go about this process and the following are ideas to get this process started, they do not reflect all the available options.

##### Establishing the protagonist

No one wants a perfect character, we want some flaws because that’s how we can relate to them.

Mash two real people together

* + Explain what this character thinks about issues like plastic pollution, family events, religious or cultural events, their home or local community, their neighbour or boss. Is there something that they really love or loath?
  + Describe how they make other people feel. Maybe the members of their family feel during a holiday away, family dinner, going shopping, paying the bills, a ceremony or celebration.
  + List and describe their actions that annoy you and actions that make you or other people happy.
  + Describe how they respond to daily events not going to plan.
  + How have they changed as they have grown older?
  + Describe their look as if you were a camera. Zoom in like an extreme close up to a tiny detail on their face, hand, body and then out to a full shot of their whole body, costume and any important objects that are part of their look.

##### Drama activity – getting into character

Imagine a character for each of the following character types, then bring this character life on the page by writing a short description of them (word document or workbook). They do not need to be connected to each other, just start with whatever comes to mind.

* + The main character (protagonist) – these should be changing or dynamic
  + Confidante character
  + Character opposing the main character (antagonist) - these could be changing or dynamic or static or flat and they are often the evil character or villain. Your short story doesn’t necessarily have to have a villain in the action movie sense of the villain.

##### Bring them to life

* Imagine what they look like, sound like, smell like, hate wearing, care about, love to eat, hate to eat etcetera? Are you in this moment, can you see and hear them? Chat to a family member about these characters, why do you like or care about them? Why do you think they would be interesting to read about in a story?
* Imagine these characters having a conversation at the bus/train stop, or while waiting in line at the movies or the supermarket.

##### Acting it out

* Pretending to be the main character, protagonist, think of an answer to the following and then act out the scenario as if you were the character.
  + Where do they live?
  + How are they feeling today?
  + What did they eat for breakfast?
  + Where are they injured? What caused the injury?
  + What job do they have, what job do they want?
  + Move your arms in excitement.
  + What are they upset about?
  + What is causing them to frown?
  + Wave at someone, smile at someone, frown at someone.
  + Caress your face in concern.
  + What are they watching on television or online?
  + What is their favourite movie and why?
  + What’s lingering in the back of their mind?
* In your word document or workbook write your ideas from the above questions.

##### Bringing your story to life

1. Use one of the following story beginnings and your protagonist and write the opening of a short story. Focus on describing the issue that was causing your character concern. Write in first person point of view.
   * I hardly seemed to be breathing, I shouldn’t have let them in …
   * I know the door wasn’t open before …
   * Her laugh stuck to my skin…
   * I’d never seen the track before…
   * ‘Come, come, sit with me and talk …’
   * For a long time she said nothing about the insides of the envelope
   * She always made it seem like good weather
   * His face was not old, or young but it was warming and made me
2. Describe the concern using figurative language (aim to use at least metaphor and/or a simile).
   * View the Ted-Ed information clip [How to write descriptively – Nalo Hopkinson](https://www.youtube.com/watch?v=RSoRzTtwgP4&feature=youtu.be) (duration 4:41) Bitly link: [bit.ly/2UfJrlN](https://bit.ly/2UfJrlN)
3. Insert two pieces of dialogue that explore a moment of tension in relation to this concern.

##### Representing character - sketching, drawing, illustrating

1. Sketch orientation, this image (whiteboard or workbook) and insert a caption below the image, or sketch a 3-4 panel comic using word and thought balloons capturing the thoughts and dialogue of these characters.

Helpful resources if you want to explore the comic further: [Top 10 Panel/Page Lay Out Methods](https://www.youtube.com/watch?v=f3t9yMvqukU) and the Bitly link: [bit.ly/2QpDO3j](https://bit.ly/2QpDO3j)

#### Where to next?

* Exploring tense – past and present

Many students have difficulty writing in a specific tense. They often dip in and out of past and present and this makes their writing clunky. Explore past and present tense and experiment with writing in each.

* Exploring figurative language

Spend time exploring how to create figurative language. Pay particular attention to the way figurative language is used to create imagery and a particular emotional impact on you as the responder.

* Exploring narrative voice

Explore the features of first person and third person limited narrative voice. Experiment writing in both perspectives and reflect on which they find the most effective and why. This reflection should connect to the model texts they examine during this process.

* Exploring other texts and experimenting

Explore other short stories and continue experimenting with your writing. You could engage in a series of writing activities to develop your prose prior for your final assessment. There are lots of audio books of short stories on YouTube.

## Assessment of learning – creative composition and reflection

### Creative composition

The following criteria are a sample of the requirements that could be asked. This list is not exhaustive or prescriptive and is provided as a basic guide.

* Construct a short story of no more than 1 000 words.
* Write in first person limited narrative voice.
* Explore a single point of view and include no more than 4 characters.
* Explore a realistic moment of conflict, this may be internal or external.
* Use descriptive language to develop character, events and setting.
* Use figurative language for effect.
* You may wish to use dialogue but this is not compulsory.

#### Personal reflection

The following criteria are a sample of the requirements that could be asked of students. This list is not exhaustive or prescriptive and is provided as a basic guide.

* Construct a reflection of no more than 500 words.
* Briefly explain why you chose to explore this characters conflict.
* Briefly explain how your personal experiences have influenced the narrative.
* Choose your favourite piece of descriptive language and explain what you wanted to communicate about character, events or setting.
* Choose your favourite piece of figurative language and explain what you wanted to communicate.
* Identify which short story influenced your writing and explain how it influenced your writing. Support your answer with textual evidence from the short story you read in class and your own story. These do not need to be long quotes.