Lesson 2 – Character

Curricular Fit: Grade 9

Time: 120 instructional minutes

Objectives:

2.3 Compare the development of character, plot and theme in two oral, print or other media texts.
2.3 Summarize the content of media texts, and suggest alternative treatments
2.3 Compare a main character in one text to the main character in another text from a different, genre or medium
2.3 Create oral, print and other media texts that inter relate plot, setting and character, and reveal the significance of the action

Rationale:

This lesson explores the women of Aspenland themselves as characters in a narrative. It requires that students understand some of the reality of these women and to extend that into a fictional dialogue - learning simultaneously about the women and the concept of character and dialogue.

Materials:

- Computer with internet access & a word processor for every student
- Whiteboard with markers
- Teacher computer with projection device and screen - optional

Prerequisite Skills:

1. Access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) (ICT Div 2 Outcome C1 2.1)
2. Navigate through a document that contains links to locate, copy and then paste data in a new file (ICT Div 2 Outcome P5 2.1)
3. Create and revise original text to communicate and demonstrate understanding of forms and techniques (ICT Div 2 Outcome PI 2.1)
4. Edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style (ICT Div 2 Outcome PI 2.2)

Procedure:

Pre-Lesson:
1. Load the Women of Aspenland Virtual Exhibit and navigate each to "The Women" section on all the computers (This will save time both at the beginning of the lesson as well as operational time as it will cache the site which will put less strain on the network, hopefully making it run faster)

Lesson:
1. Review Women of Aspenland Virtual Exhibit using the projection devise. Remind students how to access "The Women" section if their computer doesn't already have it loaded.
2. Students choose two women from the exhibit. The women should be from different historical periods.
3. Students compose a one-page dialogue between these two "characters" using the word
processor to edit and revise. The dialogue should be in a script format.

4. The central theme of the dialogue should be the women comparing their experiences in "their time." Students should be encouraged to find and imagine common experiences as well as different experiences and express these through the dialogue.

Evaluation:

Evaluation for this activity can be formative or summative. The following simple rubric might be useful.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dialogue uses proper script format</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The ideas are communicated clearly</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Conventions such as slang and figures of speech are used properly</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The dialogue effectively communicates the women's experiences</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>