

Who Are They Really?

Characterization in the Outsiders

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Published by *K20 Center*

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Grade Level	8th Grade	**Time Frame**	2-3 class period(s)
Subject	English/Language Arts	**Duration**	115 minutes

Essential Question

How do characters come to life to the reader?

Summary

This lesson focuses on grade level standards that require students to identify examples of characterization. Students will identify examples of characterization in both film and text then construct an argument on a character's personality based on the characterization. This lesson can be completed before starting The Outsiders or after reading Chapter 1.

Snapshot

Engage

Students analyze character traits portrayed through film.

Explore

Students create a Cognitive Comic that represents a character from film and their traits.

Explain

Students are introduced to the "STEAL" method of identifying characterization in a text.

Extend

Students apply knowledge of the "STEAL" method to an excerpt from *The Outsiders*.

Evaluate

Students create a Claim-Evidence-Reasoning argument in groups regarding their character's personality.

Attachments

- CER Notetaking—Who Are They Really - Spanish.docx
- CER Notetaking—Who Are They Really - Spanish.pdf
- CER Notetaking—Who Are They Really.docx
- CER Notetaking—Who Are They Really.pdf
- Character Description—Who Are They Really - Spanish.docx
- Character Description—Who Are They Really - Spanish.pdf
- Character Description—Who Are They Really.docx
- Character Description—Who Are They Really.pdf
- Character Excerpts—Who Are They Really - Spanish.docx
- Character Excerpts—Who Are They Really - Spanish.pdf
- Character Excerpts—Who Are They Really.docx
- Character Excerpts—Who Are They Really.pdf
- Cognitive Comics—Who Are They Really - Spanish.docx
- Cognitive Comics—Who Are They Really - Spanish.pdf
- Cognitive Comics—Who Are They Really.docx
- Cognitive Comics—Who Are They Really.pdf
- Darry Character Excerpt—Who Are They Really - Spanish.docx
- Darry Character Excerpt—Who Are They Really - Spanish.pdf
- Darry Character Excerpt—Who Are They Really.docx
- Darry Character Excerpt—Who Are They Really.pdf
- Lesson Slides—Who Are They Really.pptx
- STEAL—Who Are They Really - Spanish.docx
- STEAL—Who Are They Really - Spanish.pdf
- STEAL—Who Are They Really.docx
- STEAL—Who Are They Really.pdf

Materials

- *The Outsiders* by S.E. Hinton (optional; one per student)
- Projector & Speakers
- Character Description handout (attached; one per student)
- CER Notetaking handout (attached; one per group)
- STEAL handout (attached; one per student)
- Darry Character Description handout (attached)
- Character Excerpts handout (attached; one excerpt per group)

20 minutes

Engage

Using the attached **Lesson Slides**, display **slide 3** and **slide 4** to review the essential questions and learning objectives with students.

Pass out the attached **Character Description** handout to each student. Explain to students that they will be watching three movie clips and using their handout to analyze the main characters in each of them.

Move to **slide 5** and play the following movie clip:

- Captain Jack Sparrow's Intro from *Pirates of The Caribbean*

Once students have watched the video, instruct them to respond to the prompts in the table that correspond with the correct movie clip.

Teacher's Note: Providing Evidence

Take time to review the Character Description handout with students. Consider posing the following guiding questions when explaining the "Evidence" portion of the handout:

- How is the character's effect on others shown in the movie clip?
- What from the movie clip directly represents the words you chose to describe the characters?

Encourage students to use direct and specific evidence from the movie clips to explain their responses.

Repeat this process by playing each of the following movie clips on **slide 6** and **slide 7** and then having students respond to the related questions on their handout:

- Almost There from *Princess and The Frog*
- Shrek Clip from *Shrek*

Next, move to **slide 8**. Have students turn to their elbow partner and go through each movie clip to discuss their responses and evidence.

Explore

Move to **slide 9** and pass out the attached **Cognitive Comics** handout. Working with their same elbow partner, have student choose one of the characters from the movie clips they watched:

- Jack Sparrow
- Tiana
- Shrek

After pairs have chosen their character, explain that they will be creating a cognitive comic of their character interacting with people and surroundings in a new environment. Give pairs a few minutes to decide the setting for their comics. Review the list of examples provided on the slide with students to help them make their choice. Before students begin creating their comic strips, make sure to explain that the character they chose should still align with the descriptions of them from the Engage section.

Once students have completed drawing and captioning their comics, have them complete the summary portion of their handout. Once students are done, ask for volunteers to share out their comics.

15 minutes

Explain

Display **slide 10** and inform students that characterization is the process by which the writer reveals the personality of a character.

Show **slide 11** and tell your students that the STEAL mnemonic device can help identify the five elements of characterization. The elements of STEAL are **S**peech, **T**houghts, **E**ffects on others, **A**ctions, and **L**ooks. Tell your students that for each element of STEAL, they will look at their character descriptions from the movie clips and determine if that element was present. As you review each part of STEAL you may need to replay the movie clip for students. Do this as needed throughout the next few slides.

Speech (slide 12): The words a person speaks can say a lot about them. When they speak to other characters, look at what they say and how they say it.

Thoughts (slide 13): What is revealed through the character's private thoughts and feelings? Consider what a character thinks, believes, or values, along with what motivates a character.

Effects on others (slide 14): This element focuses on the relationships the character has with others and how characters treat each other. How do other characters feel or behave in reaction to the character?

Actions (slide 15): What does the character do? How does the character behave, including how they react to people and events?

Looks (slide 16): How is the character's physical appearance described? This includes, physical features, clothing, body language, etc.

Next, ask students to apply STEAL to their original person from Engage activity. Did their initial notes have some of those same elements?

Extend

Distribute the attached **STEAL** handout.

Display the character description for Darry using a projector or computer display and model finding examples of characterization in the text. Align these examples with components of STEAL.

Teacher's Note

The excerpt for Darry is long so consider beginning with just the first paragraph. If you find your students need additional support, you may want to continue into the next paragraph.

Display **slide 17** and put students in small groups of 2 or 3. Give each group one character to examine (Johnny, Sodapop, Two Bit, and Dally). Pass out the accompanying **Character Description attachments** for each assigned character. Instruct them to find at least five examples of characterization for an assigned character from *The Outsiders* and identify which component of STEAL each one meets.

Evaluate

Display **slide 18** to introduce the class to the Claim, Evidence, Reasoning (CER) strategy. Distribute the attached **CER Notetaking** handout (see attachments) and ask each group to create a claim regarding the character they examined in the Extend section. Distribute copies of the text to each student and inform them that based on the characterization in chapter 1 of *The Outsiders*, they should describe the selected character.

Teacher's Note

Tell students to use the entirety of chapter 1, not just the character excerpt sheet from the Extend activity.

Ask them to record evidence they found that supports their claim in the "Evidence" section of the CER Notetaking Handout. They can use the "Reasoning" section to take notes for how the evidence they found supports their claim.

Once your students have completed the CER Notetaking, display **slide 19** and have them write a three to four sentence paragraph that supports their claim, based on the evidence and reasoning notes. This can be completed on the back of their handout or on a separate sheet of paper.

Resources

- Baldwin, K., & Birdseye, D. (2013). *Characterization and S.T.E.A.L.*
- Drakenliger (Adapter). (2009, October 27). *Captain Jack Sparrow's intro* [Video file]. https://youtu.be/R7m5Int1hAA
- Hinton, S. E. (2006). *The Outsiders*. Penguin Classics.
- K20 Center. (n.d.). *Claim, evidence, and reasoning (CER)*. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506fc09
- National Council of Teachers of English. (2004). *Defining characterization.* http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf
- PATFvids (Adapter). (2010, June 25). *Almost there - Princess and the Frog* [Video file]. https://youtu.be/irEBOfv4Ug4
- Scholey, P (Adapter). (2015, November 13). *Shrek clip.* YouTube. https://www.youtube.com/watch?v=rPPzkDf2Zto