

Analyzing Literary Figures

Analyzing Literature

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Grade Level	9th Grade	**Time Frame**	2-3 class period(s)
Subject	English/Language Arts	**Duration**	180 minutes
Course	A.P. Literature and Composition, American Literature, British Literature, World Literature		

Essential Question

Does literature make the author, or does the author make literature?

Summary

This lesson invites students to analyze literary figures and to make connections regarding how they fit into the context of the literary world. After participating in a Tell Me Everything activity to assess prior knowledge on the subject, students will research a literary figure of their choice and examine their impact on the world as well as their relationship to other literary figures. This lesson can be used in any English/Language Arts course, but it is best used to introduce key literary figures at the beginning of a unit or to review key literary figures at the end of a semester.

Snapshot

Engage

Students participate in a Tell Me Everything activity about literary figures to assess prior knowledge.

Explore

Students choose the name of a literary figure out of a hat (or from a class list) and complete portions of a KWHL chart about the literary figure they chose.

Explain

Students research their literary figure to finish their KWHL charts.

Extend

Students create a poster project about their literary figure to illustrate their research.

Evaluate

Students participate in a Gallery Walk to comment on their peers' projects, revisit their KWHL charts, and submit their posters and KWHL charts as assessments of the lesson.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR201: Locate basic facts (e.g., names, dates, events) clearly stated in a passage

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.7.R: Analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.
9.7.W: Create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.

Attachments

- Analyzing Literary Figures.pptx
- KWHL Chart—Analyzing Literary Figures - Spanish.docx
- KWHL Chart—Analyzing Literary Figures - Spanish.pdf
- KWHL Chart—Analyzing Literary Figures.docx
- KWHL Chart—Analyzing Literary Figures.pdf
- Literary Figures List—Analyzing Literary Figures - Spanish.docx
- Literary Figures List—Analyzing Literary Figures - Spanish.pdf
- Literary Figures List—Analyzing Literary Figures.docx
- Literary Figures List—Analyzing Literary Figures.pdf
- Literary Figures Project Example—Analyzing Literary Figures.pdf
- Literary Figures Project Template—Analyzing Literary Figures - Spanish.docx
- Literary Figures Project Template—Analyzing Literary Figures - Spanish.pdf
- Literary Figures Project Template—Analyzing Literary Figures.docx
- Literary Figures Project Template—Analyzing Literary Figures.pdf
- Literary Figures Rubric—Analyzing Literary Figures - Spanish.docx
- Literary Figures Rubric—Analyzing Literary Figures - Spanish.pdf
- Literary Figures Rubric—Analyzing Literary Figures.docx
- Literary Figures Rubric—Analyzing Literary Figures.pdf

Materials

- Lesson Slides (attached)
- KWHL Chart (attached; one per student)
- Literary Figures List (attached; one set per class)
- Literary Figures Project Template (attached; one per student)
- Literary Figures Project Example (optional)
- Literary Figures Rubric (attached)
- Hat (or similar container) for drawing names
- Internet-enabled devices or library resources for research
- Poster creation supplies (markers, colored pencils, crayons, pens, pencils, etc.)
- Post-it notes (several per student)
- Sharpies
- Sticky Easel Pad
- Mr. Sketch Markers
- Sharpies
- Colored pencils

30 minutes

Engage

Teacher's Note: Standards Alignment

This lesson is aligned to 9th grade standards; however, the lesson can be taught in grades 8–12 and aligned to the appropriate standards.

Use the attached **Lesson Slides** to follow along with the lesson. Begin with **slide 3**. Briefly, read aloud the lesson objectives. Then move to **slide 4** and read the essential question: *Does literature make the author, or does the author make literature?*

Move to **slide 5.** Ask students to get out a piece of paper. Using the Tell Me Everything learning strategy, give students 1 minute to write down the name of every famous literary figure they can think of.

After time is up, move to **slide 6** and give students an additional minute to write down everything that they know about the people they included in their lists. If students struggle, provide the following questions:

- What did the authors write?
- Did they have any literary peers?
- Do they have any unique characteristics or traits?
- Did they make any social contributions?
- What are the common topics or themes in their writing?

Invite students to discuss their lists with a partner.

Move to **slide 7**, and ask students if the people pictured (Chinua Achebe and Mary Shelley) were included in their lists. Move to **slide 8** and ask the same question (pictured: Homer and Maya Angelou). If students say no, ask them why they were not included in their initial lists.

Explain to students that there are a number of famous figures that are important to literature, and it will be their job to become experts on ONE literary figure.

35 minutes

Explore

Teacher's Note: Activity Preparation

Before beginning this phase of the lesson, access the attached **Literary Figures List.** Put the names on this list into a drawing for students, who will draw one name apiece. You can do so by printing and cutting out the names, or by writing down names individually, and placing them into a hat or similar.

Optional: Selecting Literary Figures

If it suits your classroom needs, you might consider generating a class list of literary figures with students. The list could include authors they have read at home, authors they have read in school, short story authors, poets, science fiction authors, etc. This list can be tailored to the needs of your class and content. Then, instead of having students draw figures at random from the attached list, you can have them select their own literary figures to research from the class list.

Move to **slide 9.** Invite students to draw a literary figure at random from the prepared container. Then, move to **slide 10**. Distribute a copy of the attached **KWHL Chart** to each student. Have each student write the name of the figure they drew at the top of the chart to complete a KWHL activity.

Next, introduce students to the KWHL strategy, and ask students to fill in the "K" column with everything they know about their literary figures. Allow 3–5 minutes of writing time.

Move to **slide 11**. Ask students to fill in the "W" column with everything they want to know about their literary figures. Give students an additional 3–5 minutes for this part of the activity.

Teacher's Note: Identifying Knowledge Gaps

Consider asking students to use the "K" column as a way to generate questions or identify knowledge gaps about their literary figure, such as, "What do I need to know about my literary figure?" or "What facts about my literary figure do I want to know?"

Move to **slide 12**. Ask students to fill in the "H" column with ideas about how they might find the information they listed in their "W" column. Tell students that this will serve as an action plan as they research their literary figures.

45 minutes

Explain

Invite students, using the "W" and "H" columns of their KWHL Charts as references, to consult literature books and/or the appropriate online resources to find the information they identified in the "W" column.

Teacher's Note: Literary Figure Research Resources

If students are doing their research online, consider letting them use the National Archives collection, the Smithsonian Learning Lab, myShakespeare, TeachingBooks, Encyclopedia Britannica, and other literary research resources.

Move to **slide 13**. As students research, ask them to take appropriate notes about their findings and write down where they found the information. Stress to students that keeping their research notes organized will make the next activity easier. In their notes, students might include the following information relating to their literary figures (also shown on **slide 13**):

- Notable accomplishments and works
- Common themes or topics in their writing
- Genre(s)
- Most used literary devices
- Connections to other literary figures
- Contributions to their field
- Interesting facts (for example, hobbies and interests)

Optional Tech Integration: A Twist On Research Notes

If your students have Internet access and technology available, consider inviting them to find and curate their research digitally using a tool like Weje.io. Information about Webjets.io is shown on **slide 14,** which is hidden by default. To change this setting, navigate to the editing view of the lesson slides. Then, in the left-hand column, right-click on **slide 14** and deselect "Hide Slide" in the menu.

45 minutes

Extend

Pass out a copy of the attached Literary Figures Project Template to each student.

Move to **slide 15**. Ask students to fill this graphic organizer with the required information found during their research. Students should also draw in any images or symbols they associate with their literary figures. Required information includes:

- Most Famous Work: What is this person most known for writing?
- Three-Minute Bio: What are the most important facts about the author? What should others know about them?
- Genre(s): Which genre did the literary figure prefer? Science fiction, poetry, gothic horror, etc?
- Most Used Literary Devices: Which literary devices did this literary figure use frequently in their writings? (For example, onomatopoeia, foreshadowing, third-person narration, etc.)
- A Similar Author: If time travel were available, which other literary figure would this literary figure get along with the best? Why would they be friends?
- A Dissimilar Author: Who would the literary figure dislike the most in all of literature? Why would they not get along?
- Common Themes or Topics: Literary figures tend to address certain topics or themes, such as love, family, and loss, on a regular basis. Which themes or topics did this literary figure frequently address?
- Image: What does the literary figure look like? Students should draw a picture of the literary figure.

These requirements are also shown in the attached **Literary Figures Rubric.** If you choose, you can show or distribute this rubric to students for reference.

Optional Tech Integration: A Twist On Research Notes

If your students have Internet access and technology available, consider inviting them to create a digital project about their literary figure using Sutori. While it does require an account, it is free. Information about Sutori is shown on **slide 16**, which is hidden by default. To change this setting, navigate to the editing view of the lesson slides. Then, in the left-hand column, right-click on **slide 16** and deselect "Hide Slide" in the menu. You should also make visible **slide 19**, which is also hidden by default and deals with a Sutori-integrated Gallery Walk in the next phase of the lesson.

Possible Student Responses

For an example of a completed project, see the attached **Literary Figures Project Example.**

45 minutes

Evaluate

Have students hang their projects or otherwise make them available for their peers to view according to the Gallery Walk activity. Hand each student several sticky notes, and ask them to carry a pen or pencil.

Move to **slide 17**, and begin the Gallery Walk. As students they move around the room to view the projects, encourage students to use their sticky notes to provide helpful tips or praise for other students' projects.

Optional Tech Integration: Sutori Gallery Walk

If students used Sutori to create their projects, they can comment digitally on each portion of their peers' presentations. If integrating Sutori into the Gallery Walk, show **slide 18.**

Once students have rotated back to their own projects, give them time to review peer feedback and make any changes that they see fit.

Move to **slide 19**. Have students return to their KWHL Charts and fill out the "L" column with what they have learned about their literary figures.

For the evaluation purposes, have students turn in their KWHL charts and research notes. Consider providing formative feedback about their research techniques and providing suggestions that can aid them in their next research project. Consider grading students' projects according to the attached **Literary Figures Rubric.**

Resources

- K20 Center. (n.d.). Gallery Walk/Carousel. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505a54d
- K20 Center. (n.d.). KWHL Graphic Organizer. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505dd47
- K20 Center. (n.d.). Tell Me Everything. Strategies. https://learn.k20center.ou.edu/strategy/baee4e90c5fa1a7060ca04dd8b001ea4
- K20 Center. (n.d.). Sutori. tech Tools. https://learn.k20center.ou.edu/tech-tool/2172