



Lesson Plan

Grade: _____

Subject: Creative
Writing

Date: _____

Topic: Character Creation

Lesson: Crafting a Character
Through Interviews

Standards

- **CCSS.ELA-LITERACY.W.6-12.3:**
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CCSS.ELA-LITERACY.W.6-12.4:**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives

By the end of the lesson, students will be able to create a character for a story by conducting a character interview, using descriptive details and effectively communicating the character's traits, emotions, and motivations.

Language Objectives

- Students will be able to ask and answer open-ended questions in a character interview format, using complete sentences and appropriate vocabulary.
- Students will be able to engage in collaborative discussions, sharing their character ideas and providing constructive feedback to their peers.

Essential Question

How can conducting a character interview help us create complex, relatable, and engaging characters in our stories?

Materials

Paper
Pens/Pencils
Whiteboard/Blackboard
Markers/Chalk
Optional: Laptop/Tablet for note-taking

Possible Assessments

1. Character Profile Rubric:

- Evaluate students' written character profiles based on criteria such as clarity, use of descriptive details, effective communication of character traits and motivations, and overall creativity.

2. Group Discussion Participation:

- Assess students' engagement and contribution during class discussions, focusing on their ability to share ideas, listen to others, and provide constructive feedback.

3. Peer Review:

- Incorporate a peer review process for the written character profiles, monologues, or interaction scenes, with students providing feedback based on a set of established criteria.



Activities

Introduction (5 minutes):

1. Begin by welcoming students to the world of character creation and explaining the importance of developing relatable, interesting, and complex characters in their stories.
2. Share a brief example of a well-known character from literature or film and describe what makes them memorable or relatable.
3. Explain that today's lesson will focus on creating a character by using a character interview technique.

Direct Instruction (10 minutes):

1. Introduce the concept of a character interview as a way to explore a character's background, traits, motivations, and emotions.
2. Write the following questions on the board as a starting point for the character interview: a. What is your full name, and does it have any special meaning? b. Describe your appearance. c. What is your most significant memory from childhood? d. What do you fear the most and why? e. What is your greatest strength and weakness? f. What are your goals and what motivates you to achieve them?
3. Explain that these questions are just a starting point, and students can create additional questions to get to know their characters better.

Guided Practice (15 minutes):

1. Have students pair up and take turns interviewing each other, as if they were the character they are creating. Encourage students to take notes during the interview.
2. Remind students to think about their character's background, emotions, and motivations when answering the questions.
3. Walk around the classroom, offering guidance and support as needed, while also asking probing questions to help students explore their characters more deeply.

Independent Practice (25 minutes):

1. Instruct students to use the information gathered during the character interviews to create a written profile for their character.
2. Remind students to include descriptive details and to focus on effectively communicating their character's traits, emotions, and motivations.
3. Encourage students to be creative and to think about how their character will fit into the context of a story.

Closure (5 minutes):

1. Have a few volunteers share their character profiles with the class, focusing on what makes their character unique, relatable, or interesting.
2. Recap the importance of creating well-developed characters in storytelling, and how using a character interview can help writers to better understand their characters.
3. Encourage students to continue refining their characters and to incorporate them into future creative writing projects.



Possible Scaffolds

Visual Aids:

- Provide graphic organizers for students to map out their character's traits, emotions, motivations, and background.
- Display visual prompts or images related to character development on the board or around the classroom to help students brainstorm ideas.

Vocabulary Support:

- Pre-teach any potentially unfamiliar vocabulary words related to character development and storytelling.
- Provide students with a glossary or vocabulary list of essential terms, including definitions and examples.

Modified Interview Questions:

- Offer simplified or modified versions of the character interview questions for students who may struggle with complex language or abstract concepts.
- Allow students to choose a limited number of questions to focus on if they find the full interview overwhelming.

Sentence Starters:

- Provide sentence starters or writing prompts to help students begin their character profiles, monologues, or interaction scenes.

Partner or Small Group Work:

- Encourage students to work with a partner or in small groups for support during the character interview, guided practice, or extension activities.
- Pair EL and SPED students with supportive peers who can provide assistance and encouragement throughout the lesson.

Other Lesson Suggestions

1. **Real-Life Inspirations:** Encourage students to draw inspiration from people they know, famous figures, or even themselves when creating their characters. By using real-life examples as a starting point, students may find it easier to build a rich and detailed character profile.
2. **Character Archetypes:** Introduce students to the concept of character archetypes, such as the hero, the mentor, or the trickster. Discuss how these archetypes can be used as a foundation for creating unique and engaging characters. Encourage students to think about which archetype their character might fit into, or how they can subvert or combine archetypes to create a fresh and original character.