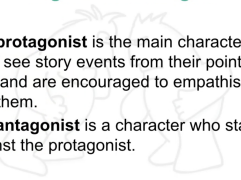
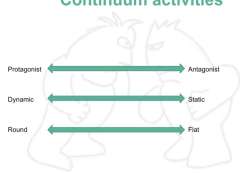


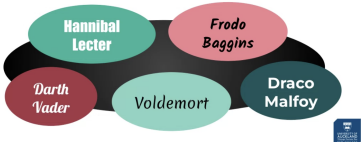
T Shaped Literacy Session 7

[Presentation Link](#)

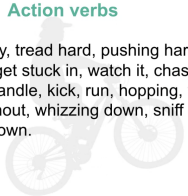
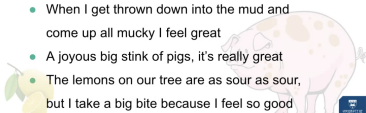
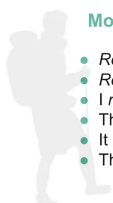
UNIT 2: Characterisation & character development 	• M&A allows for affect - way the text makes you feel and the mood it evokes • Allows for focus on places
Links to mood & atmosphere unit Many of the language features used to create moody settings can also be used to create characters. Make links with respect to: sensory imagery, metaphorical language and word choices (parts of speech) 	• Repeat the learning to embed eg - look at sensory imagery through a number of texts • Language features that create mood/atmosphere can be used to shape a character and the ideas we form about them • Make explicit links back to previous unit • verbs/concrete nouns/senses • Helps students make connections across the units
Key concepts in character 	
Characterisation  Characterisation is the way an author or an actor describes or shows what a character is like (www.colouredpencil.com) 	• Way the author describes or shows what a character is like • Encourage students to use correct terminology • Characterisation is the 'how to' of creating a character and influence the audiences reaction to that character
Character questionnaires Authors know more details about the character than they ever show  	• Show not tell is important... make links between what you are reading and how you could infer when writing - links can be made here •

Character questionnaires Name, nickname, d.o.b., gender, height, ethnicity, suburb/town, favourite books, foods/tv/sports/music, password, pet peeves, secret ambition, relationships with caregivers siblings, situations they feel most and least comfortable in, what's in their pocket, tabs they have open 	• Character Questionnaire - create own • Allows you to think deeply about the characters you are creating • Name, nickname, age... what password might they choose?, relationships with others, what tabs would be open on their device • All this builds rich character • Author's aim is to hint, not state...		
Padlet Write 1 or 2 questions that you think would be very revealing about a person's personality  	• What would he/she watch on netflix? • How might they react if... • If they had XXX... what/where would that be? • What number are they in their family? • Which superhero would they be? • Where would they go on holiday?		
Character Archetypes  The hero The mentor The ally The nemesis 	• What superpower would they have? • Search character archetypes... ◦ A character archetype is a character who represents a specific set of universal, recognizable behaviours. - Link ◦ Unpack these types of characters and the roles they play		
Protagonists & Antagonists The protagonist is the main character. We often see story events from their point of view and are encouraged to empathise with them. The antagonist is a character who stands against the protagonist.  	• Introduce morphemic awareness... pro/anti • Good characters have flaws • Good villains have some positive traits		
Static vs dynamic characters <table border="1"> <tr> <td data-bbox="233 1491 395 1630"> Dynamic characters: Change or develop during the course of the text </td><td data-bbox="395 1491 558 1630"> Static characters: Stay the same throughout the text </td></tr> </table> 	Dynamic characters: Change or develop during the course of the text	Static characters: Stay the same throughout the text	• Dynamic characters overcome an obstacle and change • Static characters remain the same
Dynamic characters: Change or develop during the course of the text	Static characters: Stay the same throughout the text		
Round vs Flat Characters <table border="1"> <tr> <td data-bbox="233 1740 395 1881">  Round characters are life-like, three dimensional characters. We learn lots of details about different aspects of their lives and personalities, their back-stories, their motivations etc. </td><td data-bbox="395 1740 558 1881">  Flat characters are two-dimensional - the author only reveals a limited range of fairly superficial details about them </td></tr> </table> 	 Round characters are life-like, three dimensional characters. We learn lots of details about different aspects of their lives and personalities, their back-stories, their motivations etc.	 Flat characters are two-dimensional - the author only reveals a limited range of fairly superficial details about them	•
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Continuum activities 	• Explore how characters evolve and change • Revisit concepts and terminology • Students need to write - suggestions to create a new character who won the othe golden ticket...																																								
Contrasts between characters Predator vs victim Wants one thing vs another Thinking vs feeling Talking vs acting Sociable vs solitary	• Contrasting characters allows you to introduce conflict and contrast																																								
Contradictions within character  • Says one thing/does another • Sacrifices something important to pursue a goal of their own • Wants TWO opposing things (e.g. Romeo wants to have relationship with Juliet AND keep the peace with their families)	• Think/say one thing then do another • Forgo something to achieve a bigger dream • Visual ○ costume/music help audience connect eg: white is protagonist/black is antagonist etc ○ Camera angle... if you as the audience is looking up the character is powerful... if you are looking down the character is weak																																								
Conflict External conflict: between characters e.g. two characters fighting because they both want the same thing Internal conflict: within a character e.g. overcoming a mental obstacle	• Physical conflict - fighting • External conflict • Internal conflict • All stories have conflict and introduce dilemmas																																								
First impressions of characters <table><tr><th>Character</th><th>Costume</th><th>Objects</th><th>Actions</th><th>Sounds</th><th>Quotes said by them</th><th>Quotes said about them by others</th><th>Notes for character as character is</th></tr><tr><td>T. 800 (Arnie)</td><td></td><td></td><td></td><td></td><td></td><td></td><td>A</td></tr><tr><td>John Connor</td><td></td><td></td><td></td><td></td><td></td><td></td><td>B</td></tr><tr><td>Sarah Connor</td><td></td><td></td><td></td><td></td><td></td><td></td><td>C</td></tr><tr><td>Computer program</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td></td></tr></table>	Character	Costume	Objects	Actions	Sounds	Quotes said by them	Quotes said about them by others	Notes for character as character is	T. 800 (Arnie)							A	John Connor							B	Sarah Connor							C	Computer program	D	E	F	G	H	I		• Comparison of characterisation
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	○ What they do (actions)... how they move ○ How they react to win/loss (reaction) ○ Facial expressions ○ Attitude																				
Naming characters: Proper nouns What do their names suggest about these characters: 	● Names suggest location and era in time ● Connotation suggestive of personal traits ● What can we infer from factual details to what type of person they are																				
Creating Characters in Narrative Mr Wormwood was a small ratly-looking man whose front teeth stuck out underneath a thin ratly moustache. When she marched – Miss Trunchbull never walked, she always marched like a Stormtrooper with long strides and arms swinging – when she marched along a corridor you could actually hear her snorting as she went, and if a group of children happened to be in her path, she ploughed through them like a tank, bouncing off her to left and right. Miss Honey... had a lovely pale oval Madonna face with blue eyes and her hair was light brown. Her body was so slim and fragile one got the feeling that if she fell over she would smash into a thousand pieces, like a porcelain figure. How well does each character's name match their description? What more does the name tell you about the person? 	● How well does each character's name match their description ? ● What more does the name tell us about the person? ● Stereotypes in representations can be problematic/racist/ gender bias etc																				
Colourful action verbs <table border="1"> <thead> <tr> <th>Action</th> <th>Colourful verbs</th> </tr> </thead> <tbody> <tr> <td>Walk</td> <td>Saunter, stumble, stride, creep, hurry, march, amble</td> </tr> <tr> <td>Run</td> <td>Bolt, tear along, dash, jog, hurtle, fly</td> </tr> <tr> <td>Sit</td> <td>Slouch, slump, plonk down, perch, settle</td> </tr> <tr> <td>Speak</td> <td>Whisper, murmur, murmur, drawl, demand, prattle, preach, declaim</td> </tr> <tr> <td>Laugh</td> <td>Snigger, snicker, giggle, chuckle, roar, scoff</td> </tr> <tr> <td>Eat</td> <td>Nibble, goggle, scoff, slurp, pick at</td> </tr> <tr> <td>Smile</td> <td>Beamed, smirked, grinned</td> </tr> <tr> <td>Look</td> <td>Stare, glance, examine, eye-ball, study, peek</td> </tr> <tr> <td>Frown</td> <td>Scowl, glare, pout, grimace, wince</td> </tr> </tbody> </table>	Action	Colourful verbs	Walk	Saunter, stumble, stride, creep, hurry, march, amble	Run	Bolt, tear along, dash, jog, hurtle, fly	Sit	Slouch, slump, plonk down, perch, settle	Speak	Whisper, murmur, murmur, drawl, demand, prattle, preach, declaim	Laugh	Snigger, snicker, giggle, chuckle, roar, scoff	Eat	Nibble, goggle, scoff, slurp, pick at	Smile	Beamed, smirked, grinned	Look	Stare, glance, examine, eye-ball, study, peek	Frown	Scowl, glare, pout, grimace, wince	● Use Word Hippo here to generate synonyms to show us how they do something and the connotations this give us ● All help shape our impression of the characters ● Great opps to widen vocabulary ● Think about connotations more than denotations (literal meaning) of words when describing characters – good for developing show not tell
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Verbs for characterisation: activities ● Student identify all the action verbs used in relation to a character and organise them into groups/find patterns ● Students rewrite a scene from an existing text by replacing verbs with one type of connotation, with verbs with a very different connotation ● Students identify "dull" verbs in their own writing and replace some of them with more colourful connotative verbs ● Do drama activities where students act out different verbs e.g. walking to show they are 'marching' versus 'ambling'	● Strengthening connection to characterisation through games ● What patterns can you see when you identify the placement of verbs ● Rewrite the description only changing verbs to change the traits they display in the text ● Kinesthetic link through drama to show how characters move/sit...																				
Character voice We can infer a lot from the way that characters speak. Look closely at the types of language used by characters in dialogue (or in first-person narratives). Aspects of voice can tell us about social and cultural background, age, education level, whether they have more or less power than who they are talking to, tics or mannerisms, vocabulary, sentence structure. 	● Dialogue ● Infer a lot from the way a character talks ● Explore 1st person/2nd person/3rd person ● Aspects of voice... How they speak is important... What types of sentence types they use...What does this tell us?																				

Learning activities - Give students pieces of dialogue from a text they are studying without indicating who said it. Have them say who said it and why they think that. - Have students write a script or scene that develops characters only using dialogue - Draw students' attention to characteristic features of a character's speech e.g. sentence structures, word choices, use of slang.  	- Look for text that weaves additional languages through the text - Remove all names from dialogue and guess who said what by what was said... Which character would have said this? Why do you think this? - Script writing helps chn see how the role of dialogue and how a story can develop from what is inferred
Stereotyping Describe the physical appearance of a classic male protagonist Describe the physical appearance of a class female protagonist 	- Define stereotyping - What does problematic representation mean? Can you find an example? - Men strong/women weak
BEANS by Patricia Grace Beans  	Link - Students can read this aloud and record themselves - How do they interpret the words - Does the way they read it change the mood?
- What details that we might expect are NOT provided by Grace? - What facts are revealed about the narrator? - What can we infer about the narrator's personality?  	- Details omitted - Name - Location - Age - Ethnicity - We can know - Lives on a farm - hilly terrain 3 miles from town - Lives with sister, Mum no mention of Dad - Likes rugby - Likes pigs - Independent - can get to/from game alone - Likes reading - makes connections between what he reads and what he thinks - We can infer - Responsible - Self manages - Positive outlook on everything

Action verbs Bike, play, tread hard, pushing hard, puffing, get stuck in, watch it, chase it, tackle, handle, kick, run, hopping, yelling, laugh, shout, whizzing down, sniff up, flop myself down. 	- Can build a picture of character by listing only the verbs mentioned Use this! - Pattern shows us he is active																
Contrast - Winter's a great time (Pushing up hills on his bike) - It's great - When I get thrown down into the mud and come up all mucky I feel great - A joyous big stink of pigs, it's really great - The lemons on our tree are as sour as sour, but I take a big bite because I feel so good 	- Identify oxymorons/ opposites of what you expect eg: joyous stink of pigs... negatives are turned into positives - Pattern repeated... good/great allow us to connect to his thoughts																
Modal verbs - Really tread hard - Really puffing - I really go for it - The going is fairly hard - It gets a bit steep - There's a fairly steep rise 	Modal verbs intensify the use of the verb to allow us to infer mood or challenge presented																
Pronouns - Lots of "I" - Whatever it is, you're hopping up and down - You see all sorts of people - You should hear the noise - But I must tell you - We live three miles out of town - We have an old lady next to us	- Shows us it is personal and chatty - Idiom - 'full of beans'																
Character vocabulary toolbox <table><tr><td>Characterisation</td><td>Antagonist</td><td>Flat characters</td><td>Action verbs</td></tr><tr><td>Character development</td><td>Dynamic characters</td><td>Stereotypes</td><td>Contrast</td></tr><tr><td>Character archetypes</td><td>Static characters</td><td>Narration/ narrator (as character)</td><td>Dialogue</td></tr><tr><td>Protagonist</td><td>Round characters</td><td>Proper nouns</td><td>Modal verbs</td></tr></table>	Characterisation	Antagonist	Flat characters	Action verbs	Character development	Dynamic characters	Stereotypes	Contrast	Character archetypes	Static characters	Narration/ narrator (as character)	Dialogue	Protagonist	Round characters	Proper nouns	Modal verbs	Define these things Can book a small group session to unpack further
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	Students read about characters and how they are depicted then write their own characterisation																