

**GED 2002 Teachers' Handbook of Lesson Plans**

<p><b>Content Area</b> Language Arts, Writing</p>	<p><b>Lesson Title</b> <i>So, Who Is It?</i></p>	<p><b>Correlation to Framework</b> 01.07</p>	<p><b>Lesson Number</b> 49</p>
<p><b>Objectives/Learner Outcomes</b></p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Develop a character description</li> <li>• Keep the focus on the subject</li> <li>• Develop a logical sequence</li> <li>• Organize thoughts</li> <li>• Provide relevant supporting details</li> </ul>		<p><b>Materials/Resources/Internet Sites/Handouts/Worksheets</b></p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Teacher</li> <li>• Photographs, paintings, or sketches of people</li> <li>• Description of a person from literature</li> <li>• Handout – <b><i>Character Description</i></b></li> </ul>	
<p><b>Pre-Requisite Knowledge</b></p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• Use adjectives to enhance his/her writing</li> <li>• Observe details</li> <li>• Understand sequence(s)</li> </ul>		<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Body Language</li> <li>• Expression</li> <li>• Physical features</li> <li>• Facial features</li> <li>• Personality</li> </ul>	
<p><b>Anticipatory Set/Introduction</b></p> <p><b>Say:</b> When we first meet someone, we might look at their physical features, clothes they are wearing or the activity they are performing. We make a mental picture – and then, if asked, we can usually describe them.</p> <p>Many times in literature, we read the descriptions of one of the characters in the story. A good character description paints “a picture with words.” The details make that “picture with words” come alive. We identify the description with someone we know or have seen – in a movie, on the streets, in the grocery store, etc.</p>			

### Preview Questions for Lesson

**Ask:**

- Have you ever been asked to describe someone that you know?
- Can you remember a character description that you have read?

**Say:**

- Think of a situation in which you might be asked to describe a person in detail.
- Think about the types of words that you would use in your description.

**Ask:**

- What are some details that you would share?
- What would you describe first? Next? Last?
- Do you think the person asking you would be able to form a mental picture of the person by your description?

### Instructional Outline

Elicit a discussion about describing a person. Read a character description from a story (or the character description in the handout from the book *Garden of Good and Evil*) and discuss. Include a discussion of the character's personality, along with how the character looked and/or acted.

**Ask:** How did the description give you a good idea of how the person looked or acted? What made this visualization come alive for you?

Brainstorm adjectives that describe people. List them on the board.

Discuss different ways of comparing and/or finding contrast in describing a person. Show a photo of a person. Using a graphic organizer, demonstrate the process used to describe this person.

First, organize the students' thoughts by brainstorming the attributes to be included in the description. Then include additional supporting details for vivid imagery using words, phrases, or short sentences. Finally, decide on the sequence needed to give an accurate description. After the students are done with prewriting and organizing, they should draft their description.

<b>Process/Activities</b>			
<p>Divide the class into small groups. Make clear that each group will choose one person in their group to describe in detail. Explain that they will describe the individual with general characteristics in the first paragraph, making it difficult to pin down exactly who they are writing about. In the following paragraphs, more details should be added for possible clues to narrow the choice. When they have completed their writing assignment, the instructor will collect all character descriptions, and then read each one to the class. The class will then decide if they can identify the student highlighted. The instructor should read the first paragraph and then ask if anyone knows who the description is about. The first paragraph should be vague enough to fit several students in the class. As additional paragraphs are read, the description should narrow the process of identifying the student.</p> <p>In their groups, the students will use a graphic organizer to help with the organization and adding supporting details. Students will decide the sequence of introducing physical attributes, body language, expressions, or any other trait that may give added information. The descriptions should all be positive attributes.</p> <p>Students compose a first draft, edit, and revise before it is read to the class.</p>			
<b>Product/Evaluation/Summary</b>			
<p>An effective character description will clearly reveal the student chosen. The organization of the description should be clear and sequential. The details should accurately portray and paint a picture of what this person looks and acts like. It should demonstrate well-developed sentence structure.</p>			
<b>Teaching to Different Types of Learners</b>			
	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic/Tactile</b>
<b>Learning Activity</b>	View the student sitting, standing, talking, writing, etc. to visually cover all of the attributes of the student. Jot down notes of observable attributes.	Discuss and verbally describe all observable attributes of the student.	Have students draw the student chosen.
<b>Special Differentiation Strategies</b>	Compare and contrast the student's attributes to others for more accurate details.	Include any words or accents that may distinguish the student verbally from other students.	Drawing(s) should have varied details of the individual.
<b>Evaluation</b>	Have students write down the attributes to be included in the description of the student.	Verbally describe the student as the group recorder writes down the comments.	Show drawing(s) of the student chosen to the class so that the class can guess which student was described.

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<p><b>The Family and Adult Literacy Connection</b></p> <p>Students can share describing the different family members at home. They can play games to encourage their children to be able to describe their grandparents, parents, and/or siblings with specific detail. Emphasis should be placed on using clear and effective words to create the description.</p>	<p><b>ESE/ESOL Accommodations</b></p> <p>Pair students with other students who may have a more advanced vocabulary to describe a person.</p> <p>Provide a dictionary.</p>
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### Character Description

The following is a character description from the book, *Midnight in the Garden of Good and Evil*, by John Berendt.

"The salesman was an expressionless man in his mid-thirties. He had mousy brown hair parted at the center, and his arms hung loosely at his sides. His clothes were clean but faded, like the suits and shirts on a rack in one corner of the store.

I was immediately impressed by the man's instant recall of the store's vast inventory. In addition to having a mental catalog of the place, the salesman was a virtuoso on the strengths and weaknesses of practically any brand of appliance, particularly brands no longer in existence.

Impressed as I was by all of that, I was struck even more by something else – a carefully applied arc of purple eye shadow that blazed like a lurid sunset on his left eyelid."