

William Lewandowski

Title: Character Report Poster and Gallery (*March Trilogy*)

Length: Six Class Periods

Grade: 10th – 12th

Standard(s) Addressed:

(For 10th grade) 9.5.7.7: Analyze various accounts of a subject told in different mediums (e.g., a person's story in both print and multimedia), determining which details are emphasized in each account.

(For 11th/12th grade) 11.5.7.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Materials:

- *March Trilogy* by John Lewis, Andrew Aydin, and Nate Powell
- Posterboard, markers, crayons, colored pencils, permanent markers, glue, scissors, tape, other sorts of art supplies.
- Computers
- *Character Report* Assignment Sheet
- *Character Report* Rubric
- *MLA 8 Reference* Packet
- *Art Gallery Information* Form

Objectives:

At the end of this lesson, students will be able to:

- Research biographical information on a historical figure, specifically a character within the trilogy, *March*.
- Produce a Works Cited page for the research they have done.

Assessment:*Exemplary*

(Objective 1): Exemplary research of biographical information will provide factual and credible evidence from at least three sources outside of *March*. The researched facts are interesting and gives a good idea of who the character/person is or was. The research is presented on the poster in a visually pleasing and easy to read. The research includes at least four facts or events about that person that are not all easily known facts that everyone may know, not including demographic info.

(An example of a fact that everyone would know would be “Martin Luther King Jr. was assassinated.” They would need either more in-depth information added to that or find some other facts to provide as well.)

(Objective 2): An exemplary works cited page is in MLA formatting with correct margins, line spacing, and indentation. The works cited page has all the necessary information and can be easily found by others.

Proficient

(Objective 1): Proficient research of biographical information will provide factual and credible evidence from less than three sources outside of *March*. The researched facts are interesting but do not always paint much of a picture of who the character/person is or was. The

research is presented on the poster in a visually pleasing way but could use some tidying. The research includes at least three facts or events about that person that not everyone may know, not including demographic information.

(Objective 2): A proficient works cited page is in MLA format with some small mistakes with margins, line spacing, and/or indentation. The works cited page has some necessary information missing but can still be easily found by others.

Developing

(Objective 1): Developing research of biographical information will provide evidence that may not come from the most reliable sources. The research uses one to two sources outside of *March*. The researched facts do not paint much of a picture of who the character/person is or was. The research is bland and strictly factual, like the person's demographics. The research is presented on the poster in a messy or disorganized way without much consideration to design. The research includes only a couple facts about the person that are pretty general.

(Objective 2): A developing works cited page is in MLA formatting with more than a few mistakes with margins, line spacing, and/or indentation. The works cited page is missing crucial information and some sources cannot be found by others.

Inadequate

(Objective 1): Inadequate research of biographical information may provide no credible or reliable sources, or the research uses no sources outside of *March*. The researched facts do not paint any picture of who the character/person is or was. The research is extremely minimal. The research is presented on the poster in a way that shows little effort was given to the project, and only surface-level facts are presented on their person.

(Objective 2): An inadequate works cited page is not recognizable as MLA format with little to no accurate formatting. The works cited page is missing a lot of the necessary information (or only has URLs listed) and many or all of the sources cannot be found by others.

Procedure

Prior to the lesson, students should have read at least through Book Two of March. This will allow students to get a good amount of information on the Civil Rights Movement and to come across enough characters to decide who to research.

This project was created so students should not have to do much outside of the classroom.

Day One:

- (1) Begin the lesson by notifying students that we will be taking a break from *March* to do a small research project before continuing with Book Three. Discuss as a class how they feel about the book and any troubles or interesting things they've come across while reading. (10 minutes)
- (2) If students have not brought up the concern of the amount of people/characters in the book, bring this up to the class. There's trouble keeping the people involved in *March* straight—there are a lot of characters! Keeping track of who did what and who was involved where can be daunting and hard to follow sometimes, which is why we've been keeping a list of characters as we go. For the next week, students will get a chance to research one of the characters beyond the books, using the research skills they have been working on all semester, and present their findings as a poster. The posters will be hung up around the room/hallways and students will participate in an Art Gallery, where they take some notes to add to their character sheets. (10 minutes)

- (3) Hand out the *Character Report* Assignment Sheet and *Character Report* Rubric. Notify students there can only be three of one character done per class, so there can't be more than three people reporting on John Lewis or any other character. (We don't want a gallery of the same person.) The Assignment Sheet lists all the characters that can be chosen for this project. Some characters are left out because of their popularity or they are not strong enough characters for students to research. (See Step 5 for sign-up sheet.)

(10 minutes)

- (4) Go over the assignment sheet with the students and the rubric. (15 minutes)

- (5) A clipboard with a sign-up sheet will go around where students can sign their name next to who they want to research. Conversely, the teacher can leave a sign-up sheet at their desk and have students come up and request as they decide, as some may not know who to pick. They need to know who they're doing by the next class period. The rest of class time can be spent trying to decide who they want to research and where in Book One and/or Book Two they are found. (Rest of class time)

Day Two:

- (6) Students will have the day to find information about their character/person. This time will be spent finding credible sources they can use on their poster. Remind students that their facts should be interesting. They can have one spot for demographics like age, name, date of birth, hometown, etc., but the other pieces of information need to be exciting and educational—things that not everyone may know. (All of class time)

Day Three:

- (7) Today's class will be focused on wrapping up their research and working on their Works Cited page. Students have been working on research and citations throughout the

semester. Make sure you hand out the *MLA 8 Reference* packets to the students to help them create their Works Cited pages. Students may choose to use the *MLA 8 Reference* packet to create their sources by hand, or they may use a site like EasyBib or CitationMachine, but if they do, warn them that they need to review their citations using the packet afterwards to make sure the program did it correctly, as they do sometimes error. The reference packet, regardless, should be used, even if they choose to use a citation generator. (All of class time)

Day Four:

- (8) Today's class will allow students to finish up their Works Cited pages, if needed, and turn them in by the end of class. The rest of class will be for students to design and create their posters. They can use all of class to make their posters. They can use any art supplies they would like to use. They can print off pictures, they can draw, color, use personally-made computer images or text. It is their poster to design. Though, they should be mindful about the appearance. The teacher or the students can reference the rubric for the poster appearance. (All of class time)

Day Five:

- (9) Students will have another day in which they can work on their posters. They may decide to work on the posters the entire class period or, if they are finished, can read silently. Posters should be turned in by the end of the school day so they can be hung up by Monday for class. If the teacher has designated areas for each class to hang up their posters, they can assist students in hanging up their posters where they would like. Make sure that the posters are not too crowded and can be observed without feeling too close to

each other, as they will be looking over each other's posters and filling out the *Art Gallery Information* Form during the next class period. (All of class time)

Day Six:

- (10) Before class, make sure all students' posters have been hung up for everyone to see in a way that isn't too crowded, so students can observe without feeling too close to one another.
- (11) Have students pick up an *Art Gallery Information* Form, where they will document information they have gathered from their peers' posters. Instructions for the students are on the handout, which you may go over before releasing the students to the gallery. They cannot record information from a poster of someone they also reported on, nor can they document their own poster. (5 minutes)
- (12) Have students gather around the posters and gather information for their *Art Gallery* Forms. (20 minutes)
- (13) When students are done or starting to get finished with their forms, instruct them that they should copy the information down in their *March* character sheets they've been building throughout the unit. (15 minutes)
- (14) When students have completed copying their information to their character sheets, they will need to turn in their *Art Gallery* forms.

Differentiation:

Gifted Student: A gifted student could do this project with as much gusto as they would like. Their poster can be as elaborate as they would like, and their research can be as in-depth as they wish. They can choose to do an essay on top of their project or find a documentary to watch involving their person.

ELL Student: An ELL student could use more images to depict what their person has gone through. Instead of having more text bubbles, they can use images to represent things that have happened to their character. For example, if they are researching John Lewis, they could put jail bars on their poster and list all the dates John Lewis was arrested.

As well, while they're researching, they can choose to read articles in their own language to make reading and understanding easier for them. The student may write their poster using their native language, though they will need to provide English text on their poster so others can understand. A para, Spanish teacher, or translator could also help the student translate their words into English text if they are having difficulty doing so.

Furthermore, the teacher could provide step-by-step instructions on how to complete this project.

A project this big may be overwhelming and by breaking it down, the student can focus on completing one part at a time. Extra time could be given to allow the student to feel confident in their work.

Attachments:

- *Character Report* Assignment Sheet
- *Character Report* Rubric
- *MLA 8 Reference* Packet
- *Art Gallery Information* Form