

**Title:** “Comparing Literary Figures to World of Warcraft Characters”

**Concept/Topic to Teach:** Character Analysis & Comparison

**Grade Level/Age:** Seventh (7th) Grade Students

**Common Core Standards:** RL.7.1, RL.7.2, RL.7.3, W.7.1

**General Goals:** Student will be able to analyze literary characters and compare to characters in World of Warcraft with supporting examples.

**Specific Objectives:**

1. Students will identify and describe the main and supporting characters in a novel by creating a concept map for at least 2 characters, 1 main and 1 supporting, including at least 2 character traits for each character, character strengths, and character weaknesses with evidence from the text, and significance within the plot .
2. Using the developed character list/descriptions students will compare the novel characters to characters within the game of World of Warcraft by developing a Venn Diagram that contains at least 5 similarities between the novel character and WOW character.
3. Students will decide which WOW character is most like each of the selected characters from the novel and write a persuasive composition centered around one of the comparisons drawn scoring at least 85% using the rubric.

**Required Materials:** World of Warcraft Game, Suggested readings: The Outsiders, Harry Potter, The Hunger Games, Twilight etc...

**Gagne’s Nine Events:**

1. Gaining attention (reception)
2. Informing learners of the objective (expectancy)
3. Stimulating recall of prior learning (retrieval)
4. Presenting the stimulus (selective perception)
5. Providing learning guidance (semantic encoding)
6. Eliciting performance (responding)
7. Providing feedback (reinforcement)
8. Assessing performance (retrieval)
9. Enhancing retention and transfer (generalization)

**Step-by-Step Procedures:**

**1. Gaining Attention:** Begin the class with a video demonstration of World of Warcraft, showing students a character completing a quest.

**2. Informing learners of the objective:** At the conclusion of the video, explain the lesson to the students; tell them they will be working with World of Warcraft as well as the novel they have previously been studying, focusing on characters within both and drawing comparisons.

**3. Stimulating recall of prior learning:** Ask the students to recall the main and supporting characters in the novel they have been studying and discuss as a group how to identify their traits. Instruct students to identify the main and supporting characters within the novel and put them into list form. Instruct the students to list traits for each character, including strengths, weaknesses, and significance to plot by creating a concept map that includes traits and supporting evidence.

**4. Presenting the stimulus:** Allow students to explore the characters in World of Warcraft. Students should all be given access to a computer with WOW and the opportunity to explore the characters by trying out different scenarios. Tell students they will be given 45 minutes to familiarize themselves with the game, characters, and quests.

**5. Providing learning guidance:** As students are exploring World of Warcraft, circulate around the room and discuss what they are seeing. Ask specific, probing questions about the experiences they are having and encourage them to point out important elements about the characters, their surroundings, and experiences.

**6. Eliciting performance:** Instruct students to create a list of the characters within World of Warcraft and identify their traits. Instruct students to compare the two lists and identify similarities between the characters in their novel and the characters in World of Warcraft. Instruct students to identify a character about which to write an argumentative piece. Their writing should include which World of Warcraft character their novel character would be and should be supported with relevant evidence from the text.

**7. Providing feedback:** Have students present their compositions to a partner and discuss the choices they've made, giving suggestions on how to improve the communication of their arguments.

**8. Assessing performance:** Students will be provided with a copy of the rubric. Both the students and teacher will assess the compositions using the rubric included in this lesson plan.

**Closure:**

**9. Enhancing retention and transfer:** Students will share their compositions with the class. As an extension, students choosing the same novel character but different World of Warcraft character could lead a debate as to which WoW character would be the best fit for the novel character. Students can also be given the option of rewriting part of the novel using characters from WOW or inserting the characters from the novel into WOW scenarios.

**Assessment based on objectives: Analysis & Comparison Rubric**

Rate each area on a scale of 0-4 with 4 being the highest score.

<b>100 points total</b>					
<b>Character Trait</b> 15 points	Character trait is identified and strongly supported with evidence from the text.  5+ citations  15 points	Character trait is identified and is supported with evidence from the text.  3-4 citations  12 points	Character trait is identified but is weakly supported with evidence from the text.  1-2 citations  8 points	Character trait is identified but is not supported with evidence from the text.  0 citations  5 points	Character trait is not identified.  0 citations  0 points
<b>Character Strength</b> 10 points	Character strength is identified and strongly supported with evidence from the text.  5+ citations  10 points	Character strength is identified and is supported with evidence from the text.  3-4 citations  8 points	Character strength is identified but is weakly supported with evidence from the text.  1-2 citations  5points	Character strength is identified but is not supported with evidence from the text.  0 citations  3 points	Character strength is not identified.  0 points
<b>Character Weakness</b> 10 points	Character weakness is identified and strongly supported with evidence from the text.  5+ citations  10 points	Character weakness is identified and is supported with evidence from the text.  3-4 citations  8 points	Character weakness is identified but is weakly supported with evidence from the text.  1-2 citations  5 points	Character weakness is identified but is not supported with evidence from the text.  0 citations  3 points	Character weakness is not identified.  0 points
<b>Character plot significance</b> 15 points	Character plot is identified and strongly supported with evidence from the text.  5+ citations	Character plot is identified and is supported with evidence from the text.  3-4 citations	Character plot is identified but is weakly supported with evidence from the text.  1-2 citations	Character plot is identified but is not supported with evidence from the text.  0 citations	Character plot is not identified.  0 points

	15 points	12 points	8 points	5 points	
<b>Character comparison</b> 25 points	Character comparison is identified and strongly supported with evidence from the text.  5+ citations  25 points	Character comparison is identified and is supported with evidence from the text.  3-4 citations  20 points	Character comparison is identified but is weakly supported with evidence from the text.  1-2 citations  15 points	Character comparison is identified but is not supported with evidence from the text.  0 citations  10 points	Character plot is not identified.  0 points
<b>Original composition</b> 25 points	Composition is well written and clearly thought out.  Grammar is at or above grade level.  5+ citations  25 points	Composition is written with some thought and logic.  Grammar is at or above grade level.  3-4 citations  20 points	Composition is written with some thought, but little logic.  Grammar is at grade level.  1-2 citations  15 points	Composition is written with little thought or logic.  Grammar is at or below grade level.  0 citations  10 points	Composition is poorly written.  Grammar is below grade level.  0 points