FOUR CORNERS

LESSON OVERVIEW

In the book *Robopocalypse* by Daniel Wilson, there are several character types that all interact with each other in different ways. In this activity, students will write a short story involving four types of characters found in the novel. Students will focus on characterization and dialogue to create a successful short story.

STANDARDS

CCSS – ELA W.8-12.3	Write narratives to develop real or imaged experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS – ELA W.8-12.3A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and characters, and organize an event sequence that unfolds naturally and logically.
CCSS – ELA W.8-12.3B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CCSS – ELA W.8-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS – ELA W.8-12.5	Develop and strengthen writing by planning, editing, rewriting, or trying a new approach.
CCSS – ELA W.8-12.6	Use technologies to produce, publish, and share writing.

OBJECTIVES

- Students will demonstrate knowledge of characterization and dialogue.
- Students will effectively use characterization, dialogue, and point of view.
- Students will create a short story using new techniques to add interest.

MATERIALS

- Paper
- Computer
- Optional: magazines, scissors, glue, butcher paper

PROCEDURES

1. Students should be familiar with characterization and dialogue in a novel.
   - After reading *Robopocalypse*, have the students complete mini lessons around characterization prior to writing their own short story. See suggestions below.
     - Have students draw a portrait of a character from this novel or another. Students must think about the qualities the character possess such as attitude, beliefs, or temperament. Think about appearance and dress of the character as the student designs the portrait. Students can work individually or create a life-sized portrait with a small group. If students are not artistic invite them to write quotes around a character body outline and find images in magazines that they identify with the character. Share portraits with class.
     - Students can write a monologue from the perspective of a character from this novel or another. The character should be talking to himself/herself about an issue or event from the novel. When writing a monologue students need to embrace the character's voice, attitude, beliefs, and speaking style. Students can present their monologues to the class.
     - Pair students up and have them interview each other. Each student should take on the persona of a character when being interviewed. They should answer the questions just as their character would. They should portray accurately the feelings, temperament, and speech of the character.

2. Inform students of the types of characters they will be writing about: Master Artificial Intelligence, Human Soldier, Cyborg – a human with robotic enhancements, Free-Born Robot – a robot whose consciousness has been liberated from the Master AI.

3. Have students get in groups to discuss first how they could describe the characters, second how the characters may view each other, and lastly how they may interact.
   - Have each group map out their ideas on a large piece of butcher paper or provide graphic organizers. See attached.

4. Have students write a short story about the characters, using information from their discussions.
   - Make sure students have at least one peer edit before final draft.
   - Revise story with feedback in mind.

5. Students can share their writings with the class.
   - Have students illustrate their short stories using various media including hand drawn illustrations, picture clippings from magazines, or music.
   - Students can create a presentation using Power Point, Garage Band, projection screen or other source.
   - Have students read their story to the class while including visual media.
   - Send the short stories to NIU! http://smartspaceniu.com/upload/

RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
Narrative	Provides a well-written narrative with technique, descriptive details, and sequences.	Provides an adequate narrative with technique, descriptive details, and sequences.	Provides a narrative with technique, descriptive details, and sequences but has difficulty.	Does not provide an acceptable narrative with technique, descriptive details, and sequences.
Point of View	Effectively engages the reader with the point of view and a clear sequencing of events.	Adequately engages the reader with the point of view and a clear sequencing of events.	Attempts to engage the reader with the point of view and sequencing of events but has difficulty.	Does not engage the reader with the point of view and sequencing of events.
Dialogue.	Provides a well-written dialogue between characters.	Provides adequate dialogue between characters.	Includes dialogue but has some difficulty making it clear or effective.	Does not include dialogue or includes inappropriate dialogue.
Tools and Technologies	Effectively uses tools and technologies to produce and share writing.	Adequately uses tools and technologies to produce and share writing.	Attempts to uses tools and technologies to produce and share writing but has difficulty.	Does not appropriately uses tools and technologies to produce and share writing.
Mechanics	Carefully considers mechanics and has no errors.	Carefully considers mechanics but has a couple of errors.	Carefully considers mechanics but has several errors.	Does not carefully consider mechanics.
Discussion	Works well with others and discusses ideas in a fair, respectful, and encouraging way and is considerate of the feelings of others.	Works okay with others and discusses ideas in a fair, respectful way, but may not have been encouraging. Considers the feelings of others.	Works with others, but did not contribute a fair share of work OR was discouraging and did not consider the feelings of everyone.	Did not work well with others and/or discusses ideas in an unfair, disrespectful way.
Total			/18	

Story Map

Name: _____ Date: _____ Class: _____

Story Title: _____

Characters

Setting

Climax

9. _____ 10. _____

8. _____ 11. _____

7. _____ 12. _____

6. _____ 13. _____

5. _____

4. _____   ### Conflict

3. _____

2. _____

1. _____   ### Resolution

Theme

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