

# Creative Writing: Building a Character in Fiction Lesson Plan

**Artist Name:** Matthew Clark Davison

**Art Form:** Creative Writing

**Ages:** 16 to 20 years old

**Class Objective:** Students will demonstrate understanding of character in fiction

## Level One

Discussion Points Community Agreements:

- Talking while others are talking.
- Cell phone calls will be taken outside as not to disrupt others.
- Paying close attention when someone is reading.
- Remembering that a narrator in a story/poem/play is DIFFERENT from the writer (as much as an actor is different from the character they play on stage).
- When we respond to each others' work, saying "Your character" instead of "you".
- What is said here stays here.

## Level Two

Discussion Points Review:

- Writing is an art form that may be used to show the world who you are/what you see/what you feel. "You *think* you know me...But...Let me tell you who I *really* am..."
- Fiction/Drama/Poetry is different from what happens in "real life" because it relies on *tension*
- Sometimes we "lie" to "tell the truth" and in the literary arts, that's a good thing (even though in life it might get us in trouble).
- Precise, Concrete Details *render* a character on the page in a way that might be more interesting than the writer telling us who they are.
- Engaging all five of your readers' senses has the power to really deepen the effectiveness of your storytelling.

### Level Three

Discussion Points:

- What is a character?
- What makes a character interesting?
- What is Point of View?
- How does the Point of View change how a story is told?

### Level Four

#### Writing Assignment #1:

- 1) First, choose a character. It could be based on you. It could be fiction.
- 2) Choose a member of your character's family or chosen family that he or she is angry with. Describe him or her. What does his face look like? Her hair? What does he normally wear? What does she eat? What does he smell like?
- 3) Write a letter from the POINT OF VIEW of your new character to the person he or she is angry with. You may or may not choose to directly tell the second character what the first is upset about.

### Level Five

Reflection Discussion Points:

- How did the emotion of anger influence the details you chose to portray in part I of the writing exercise?
- How did the tone of the piece change when you moved from describing them to writing them a letter?
- If you chose not to address the cause of the anger, did it come through?
- If you did, were you able to find specific, concrete details to portray the anger?

### Level Six

#### Writing Assignment #2:

Write a journal entry in the Point of View of THE SECOND CHARACTER about THE FIRST. Try and have it be as compelling as the first entry. This character's reasons for doing what he or she has done to cause the first character's anger should be as convincing as the reasons the first character is angry.

## Level Seven

### Reflection Discussion Points:

- In life, Is it useful to look at a situation from someone else's point-of-view?
- Why?
- In story-telling can you imagine why it might be, as the writer, more interesting to consider all of your characters' motivations instead of just one?

## Level Eight

### Revision Writing Assignment #3:

See if you can someone combine elements of all parts of your writing exercises in a live scene between both characters using dialogue. Choose whichever POINT OF VIEW seems most complex. Most interesting. Stay clear of having one character be the RIGHT one and one being WRONG. See if each can have elements of both.