

# The Stars Beneath Our Feet

Written by David Barclay Moore

Yearling

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304 pages

Lexile: 650L



## LESSON FOCUS

Characterization

## OVERVIEW & PURPOSE

In this lesson, students will focus on characterization in *The Stars Beneath Our Feet* by David Barclay Moore.

## LEARNING TARGETS

1. Students will identify the central character in the text.
2. Students will collect multiple pieces of evidence to support the characterization in the text.

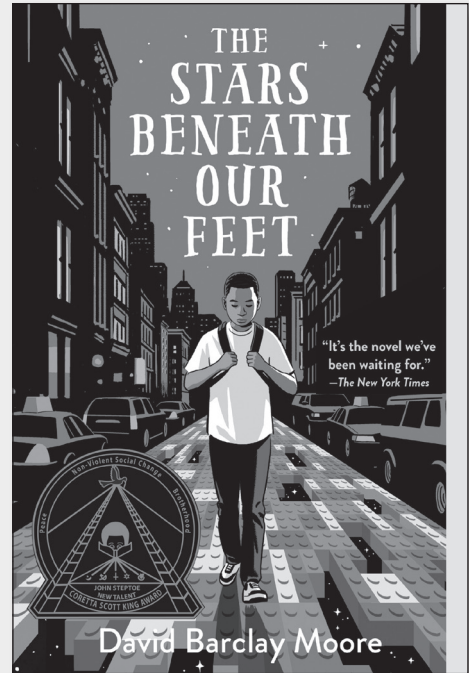
## MATERIALS NEEDED

1. *The Stars Beneath Our Feet* by David Barclay Moore, chapter 8 pages 55-57 and chapter 21 pages 145-156
2. Characterization worksheet

## ACTIVITY DESCRIPTION

- Step 1:** Introduce *The Stars Beneath Our Feet* by David Barclay Moore.
- Step 2:** Review the definition of characterization and the types of characterization.
- Step 3:** Discuss first impressions. What is a first impression? Are first impressions ever wrong? Have you ever been wrong about someone? Explain to students that this is a first impression of Big Rose. In the end, the main character Lolly is very wrong about her.
- Step 4:** Have students read chapter 8 pages 55-57 or read the chapter aloud to the class.

## Lesson Plan *for* Marvelous Middle Grade Reads



## SUMMARY

Winner of the Coretta Scott King John Steptoe Award for New Talent. It's Christmas Eve in Harlem, but twelve-year-old Lolly Rachpaul and his mom aren't celebrating. They're still reeling from his older brother's death in a gang-related shooting just a few months earlier. Then Lolly's mother's girlfriend brings him a gift that will change everything: two enormous bags filled with Legos. Lolly's always loved Legos, and he prides himself on following the kit instructions exactly. Now, faced with a pile of building blocks and no instructions, Lolly must find his own way forward.

Key ideas: Big Rose — aka Rosamund Major

Character’s appearance	<p>“Rosamund Major was the biggest and tallest kid in after-school. Maybe even the biggest and tallest kid in all of Harlem!” (Moore 56)</p> <p>“The girl had a watermelon head and this way of walking — or stomping — that looked like she was skipping rope on the moon; she kind of hopped into the air with every step she took. Her big ol’ eyes flashed straight ahead, and her upper lip was always tucked inside her bottom one” (Moore 56).</p> <p>“Her head was like a dark planet that drew your eyes. I had never heard her speak” (Moore 57).</p>
How other characters feel about the character	<p>“None of the other kids would say much, if anything to her” (Moore 57).</p> <p>“Except you couldn’t help but watch her” (Moore 57).</p>
Character’s background	<p>“She just started coming to after-school in November. This girl had lived in St. Nick for a while, I think, and she’d been thrown out of too many after-schools to count” (Moore 56).</p>
Character’s actions	<p>“She had forced the door to the room open by ramming her big butt into it” (Moore 55).</p> <p>“Big Rose spun around and eyed all of us like she was surprised to see us sitting here” (Moore 56).</p> <p>“Big Rose liked to bang up other kids, we had heard” (Moore 56).</p>

- Step 5:** Once students have read pages 55-57, have them determine which character is the most essential. Which character does David Barclay Moore focus on in these pages?
- Step 6:** Students will collect evidence on the Characterization worksheet to support the four areas of characterization in this chapter. Encourage students to quote directly from the text and provide citations for the textual evidence.
- Step 7:** Students should team up to review their evidence and add or delete from the worksheet.
- Step 8:** Provide students with chapter 21, pages 145-156. Students can read it independently or as a class. After reading the chapter, does their impression of Big Rose change? How? What is different about her? Were their first impressions wrong?

**CHARACTERIZATION**

Read pages 55-57 and determine which character the author believes to be the most essential. Write that name in the box below.

**Directions:** Once you have determined the essential character in pages 55-57, find evidence from the text to support the characterization and fill out the information in a chart like the one above. Next, read pages 145-156. Does your impression of Big Rose change? How? What is different about her? Were your first impressions wrong? Write your thoughts below your chart.