

# The True Story of the Man Who Walked Between the Towers

## Lesson Plan for Grades 3–5

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# THE WALK

### GOAL

Students will identify and analyze elements of character development within a text.

### TIME

45 minutes

### MATERIALS

*The Man Who Walked Between the Towers* by Mordicai Gerstein; Characterization Chart; chart paper

### BEFORE YOU BEGIN

Make copies of the Characterization Chart for each student. Read *The Man Who Walked Between the Towers* and use Post-it notes to mark specific points in the story where the character's words, actions, thoughts, or feelings might help determine a character trait. This will make the discussion flow during the lesson.



### MAIN LESSON

#### BEFORE READING

Open up a class discussion by having students choose a favorite movie, TV, or book character. Ask students to describe that character using specific words to depict him or her. Inform students that when they use words to describe a character's actions, thoughts, words, or feelings they are using character traits. We can determine character traits by looking at what a character says, how a character feels, what a character thinks, and what actions a character takes. Using chart paper, have the class come up with a list of "Character Traits" they might use to describe a person. Add to this list as students come up with new words.

Distribute the Characterization Chart and explain to students that they are going to read a book about a person who did something of historical significance. Briefly describe that Philippe Petit was a young tightrope walker who had a dream to walk between the Twin Towers. Ask students to think about Philippe's words, thoughts, feelings, and actions as they read.

#### DURING READING

As the story is read, pause at key points and have the students fill in the boxes of their Characterization Chart with the words and phrases that depict Philippe. Guide their responses in the beginning by discussing how specific actions, words, feelings, and thoughts determine his character. After the story is finished, have the students reread their Characterization Chart for how Philippe acted and what he said, thought, and felt. Students should then use that information to come up with a three-sentence character description of Philippe.

#### EXTENDED LEARNING

Have students choose a book that they can read independently. While reading, have students fill in the Characterization Chart for the main character. Have them share their completed worksheets with one another. Add new character traits to create a class "Character Traits" poster. If you have a smart board or a computer projector, you can create a class chart on the computer instead and then save and print a copy for each student.

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# THE WALK

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