


CHARACTER ANALYSIS**English/Language Arts****Grade: 8****PAGE 1****Acceleration Approach**

Standard has been accelerated by moving grade level 8 up to the standard used for grade level 10.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
										

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales):
Change

Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning):
Paul's Model of Reasoning: Language Arts

Differentiation Features:

- Student uses multiple higher-level skills
- Student has additional variables to study
- Reasoning made explicit

COMMON CURRICULUM GOAL**Language Arts – Reading**

Develop an interpretation when reading literary text.

Language Arts – Writing

Use multi-step writing process (e.g., identify audience and purposes, generate ideas, plan, draft, confer, revise, and publish) to express ideas.

BENCHMARKS**Language Arts – Reading**

8th Grade – Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions, and the thoughts, words, and actions of other characters.

10th Grade – Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences), and explain the way those interactions affect the plot.

10th Grade – Determine characters' traits by what the characters say in narration, dialogue, dramatic monologue, and soliloquy.

Language Arts – Writing

10th Grade – Use the writing process (e.g., prewriting, drafting, revising, editing successive versions).

CHARACTER ANALYSIS**English/Language Arts****Grade: 8****PAGE 2****Archetypal Model**

Students will read, identify, and analyze main and subordinate characters in a piece of challenging literature. A comparison of two characters will be done by using Graphic Organizer *Character Analysis*.

Students will analyze new vocabulary words using the Graphic Organizer *Vocabulary Web*.

TASK DEMAND**Sample Task Activity**

- Students read a recommended classic such as *Tom Sawyer* and write an essay.
Given an appropriately challenging reading selection, identify main and subordinate characters and develop a rank order listing based on significance/importance to the plot.
- Use the list selection to support reasoning.
- For highly advanced students:
 - Develop a biographical sketch for one main character and one significant subordinate character, followed by a Venn Diagram comparison of the two. (Use the Graphic Organizer *Character Analysis* to create the Venn.)
 - From the sketches, write an essay explaining:
 - Why the author included that minor character.
 - What difference did it make for the reader in understanding the main character by including this minor character?

Questions

- In your reading, who are the main characters?
- Other than the main characters, what other characters are important to the plot?
- Could you rank the characters in order of their importance top the plot (#1 being the most important)?
- What evidence led you to your rank choices?
- What character could you eliminate from the plot without changing it significantly? Why do you think so?

Implementation Time

2-3 class periods in addition to reading the text.

Resources

- Dickens, C. (1843). *A Christmas carol*. (reprint 2002 paperback) NY, NY: Dover Publications, Incorporated.
- Dickens, C. (1859). *A Tale of two cities*. (reprint 2002 paperback) NY, NY: Viking Penguin.
- Dickens, C. (1838). *Oliver twist*. (reprint 2002 paperback) NY, NY: Viking Penguin.
- Hawthorne, N.(1851). *The House of the seven gables*. (reprint 2002 paperback) NY, NY: Random House, Incorporated.
- Hudson, W. H. (1904) *Green mansions: A Romance of the tropical forest*. (reprint 1989 paperback) NY, NY: Dover Publications, Incorporated.

**Vocabulary List for
*Tom Sawyer*****Use the *Vocabulary Web*
Graphic Organizer
(See Section II)****Circumstance****Delectable****Expeditions****Melancholy****Laborious****Philosopher****Ponderously****Straitened**

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- Hugo, V. (1976) *Les miserables*. (reprint 1989 paperback) NY, NY: Random House.
- Hugo, V. (1831) *The Hunchback of notre dame*. (reprint 1997 paperback) NY, NY: Dover Publications.
- Twain, M. (1903). *The adventures of tom sawyer*. (reprint 2001 paperback) NY, NY: Aladdin Paperbacks.
- Du Maurier, D. (1938). *Rebecca*. (reprint 1971 paperback). NY, NY: Hurst Books.
- Steinbeck, John. (1947). *The Pearl*. (reprint 1992 paperback). NY, NY: Viking Penguin.
- Steinbeck, John. (1937). *The Red pony*. (reprint 1992 paperback). NY, NY: Viking Penguin.

Use Reading
Scoring Guide

Use Writing
Scoring Guide

Scoring Guide	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Students will be able to:						
Analyze main and subordinate characters						
Effectively rank order characters based on importance to plot						
Compare and contrast subordinate/main character						

Found on the Internet:

- *A Christmas Carol*-Characters <http://www.turnerlearning.com/tntlearning/christmascarol/characters.html>
- *A Christmas Carol*-Lessons <http://learningtogive.org/lessons/6-8/Ubels,Janice/Unit1/lesson3.html>
- *Green mansions: A Romance of the tropical forest*-Read prologue <http://www.cybernetbooks.com/romance.htm>
- *The Hunchback of notre dame*-Study Guide <http://www.studyguide.org/hunchback.htm>
- *The Hunchback of notre dame*-See characters <http://www.studyguide.org/hunchback.htm>
- *Les miserables*-Read about the author at http://www.online-literature.com/victor_hugo/
- *Les miserables*-On line by chapters http://www.online-literature.com/victor_hugo/les_miserables/
- *Tom Sawyer*-From this site, you will find a character list, further reading lists, symbolism, etc. <http://www.sparknotes.com/lit/tomsawyer/>
- *Tom Sawyer*-From this site, you will find copies of the original publication with drawings, resources where Twain got his ideas and Twain's efforts for publishing, etc. <http://etext.virginia.edu/railton/tomsawye/tomhomp.html>
- *A Tale of Two cities*-Chapter Summaries vocabulary <http://www.teachervision.com/lesson-plans/lesson-4138.html>

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

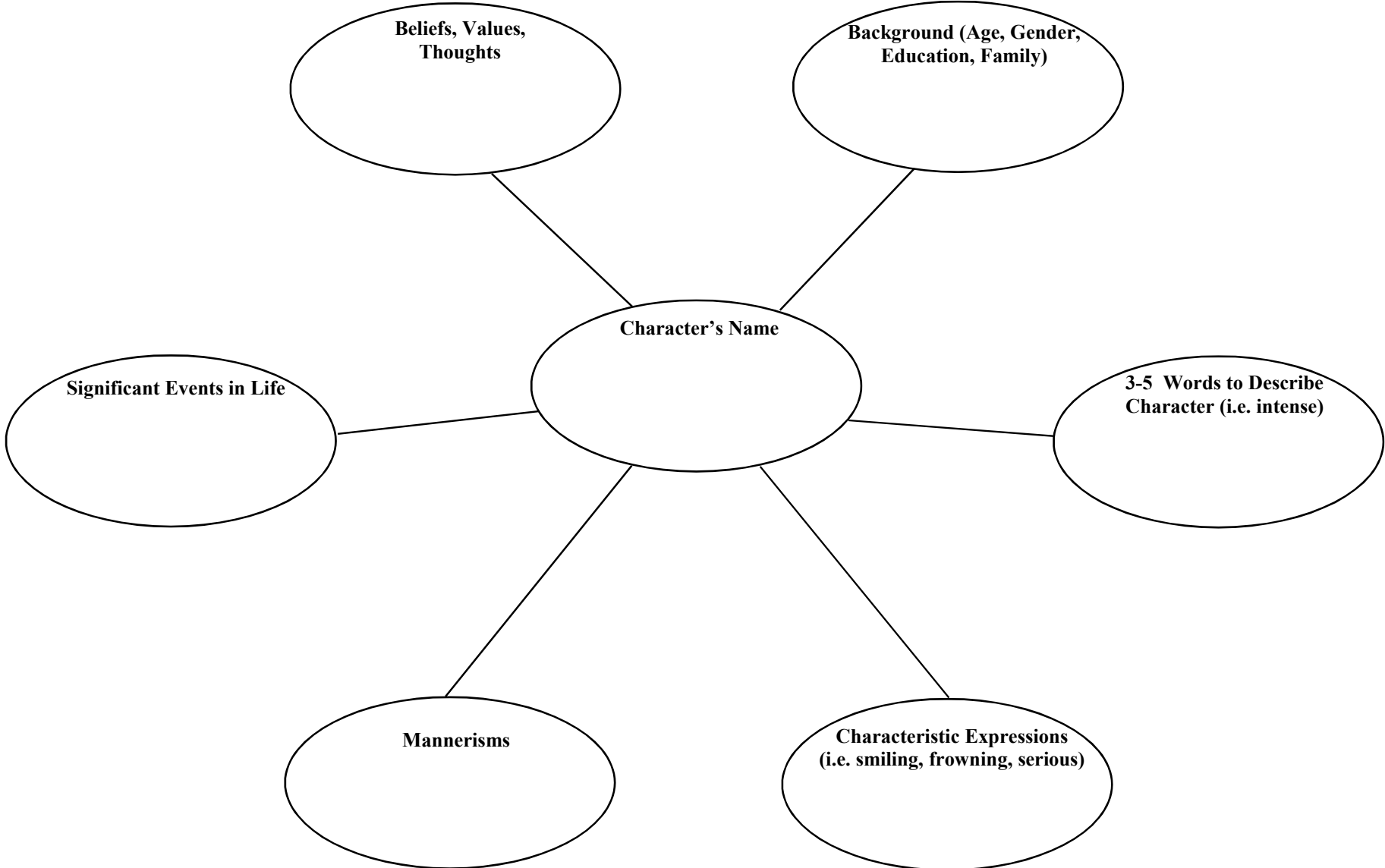
Many of the resources listed above were found from a www.google.com search.

CHARACTER ANALYSIS
Graphic Organizer

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Name _____ Title _____



Graphic Organizer
VOCABULARY WEB MODEL

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The purpose of the Vocabulary Web model is to enable students to gain an in-depth understanding of interesting words. Rather than promoting superficial vocabulary development, the web approach allows for deep student processing of challenging and interesting words.

An example of a vocabulary web activity is given below. The teacher should introduce the activity by exploring the web with the whole class. General steps are listed below, with the word *diverge* as an example:

1. Introduce a Vocabulary Web. Put students in groups of no more than four, with a dictionary available as a resource in each group. Distribute copies of a blank Vocabulary Web and ask students to write the word *diverge* in the center. Ask for an explanation of what the word means within the context of a given piece of literature. Have students find the word in the story and write the sentence in which it is found in the "Sentence" cell of the Vocabulary Web.
2. Ask students to look in their dictionaries to find the definition of the word. Display an enlarged copy of the definition on the board or overhead. Have students write the definition relevant to the story into the "Definition" cell of the Vocabulary Web.
3. In their groups, have students develop their own sentences using the word. Ask them to write the sentence in the "Example" cell.
4. Discuss the meanings of the words *synonym* and *antonym*. Have students check the dictionary and think about possible synonyms and antonyms for the word and fill them into the appropriate cells. (Note: Not all cells must be filled for all words; there may not be synonyms and antonyms for all of the words studied.)
5. Ask students what is meant by the phrase "part of speech." Have them locate the part of the dictionary definition that identifies a word's part of speech. Students should then write the part of speech for the word *diverge* into their group webs.
6. Encourage students to think about the *stems* of the word, or the smaller words and pieces of words from which the larger word is made. These include prefixes, suffixes, and roots. Encourage students to check the dictionary for possible stems. Write any identified stems into the appropriate cell of the Vocabulary Web.
7. Have students locate the origin of the word (Latin, French, Greek, etc.) in the definition and write it in the "Origin" cell of the Vocabulary Web.
8. Ask students to think of other words in the same family as the word *diverge* or other words which use one or more of the same stems. Encourage them to use their ideas from the stems cell to give them ideas.
9. Discuss the Vocabulary Webs developed by the student groups.

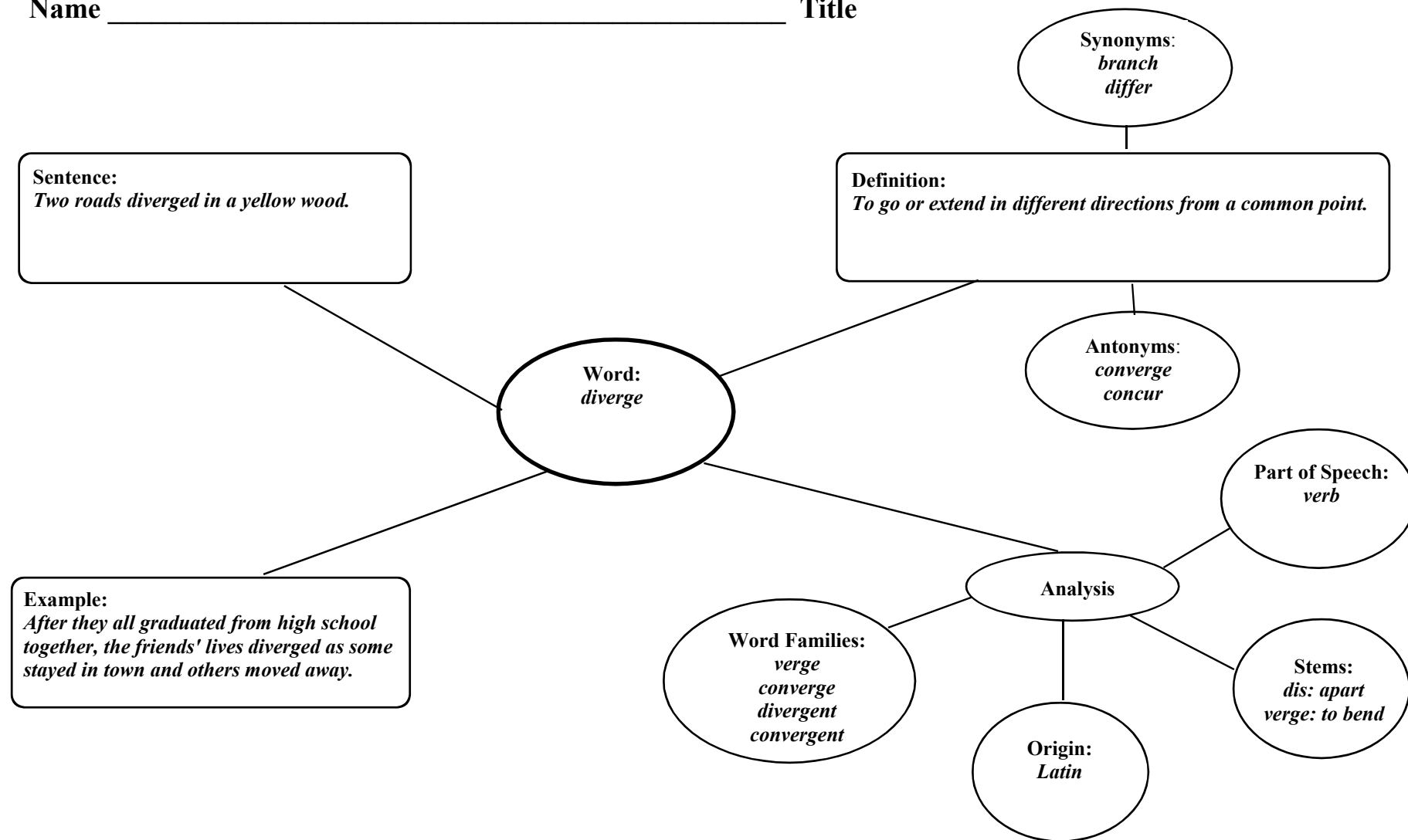
See an example of the next page.

GRAPHIC ORGANIZER
VOCABULARY WEB EXAMPLE

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Name _____ Title _____

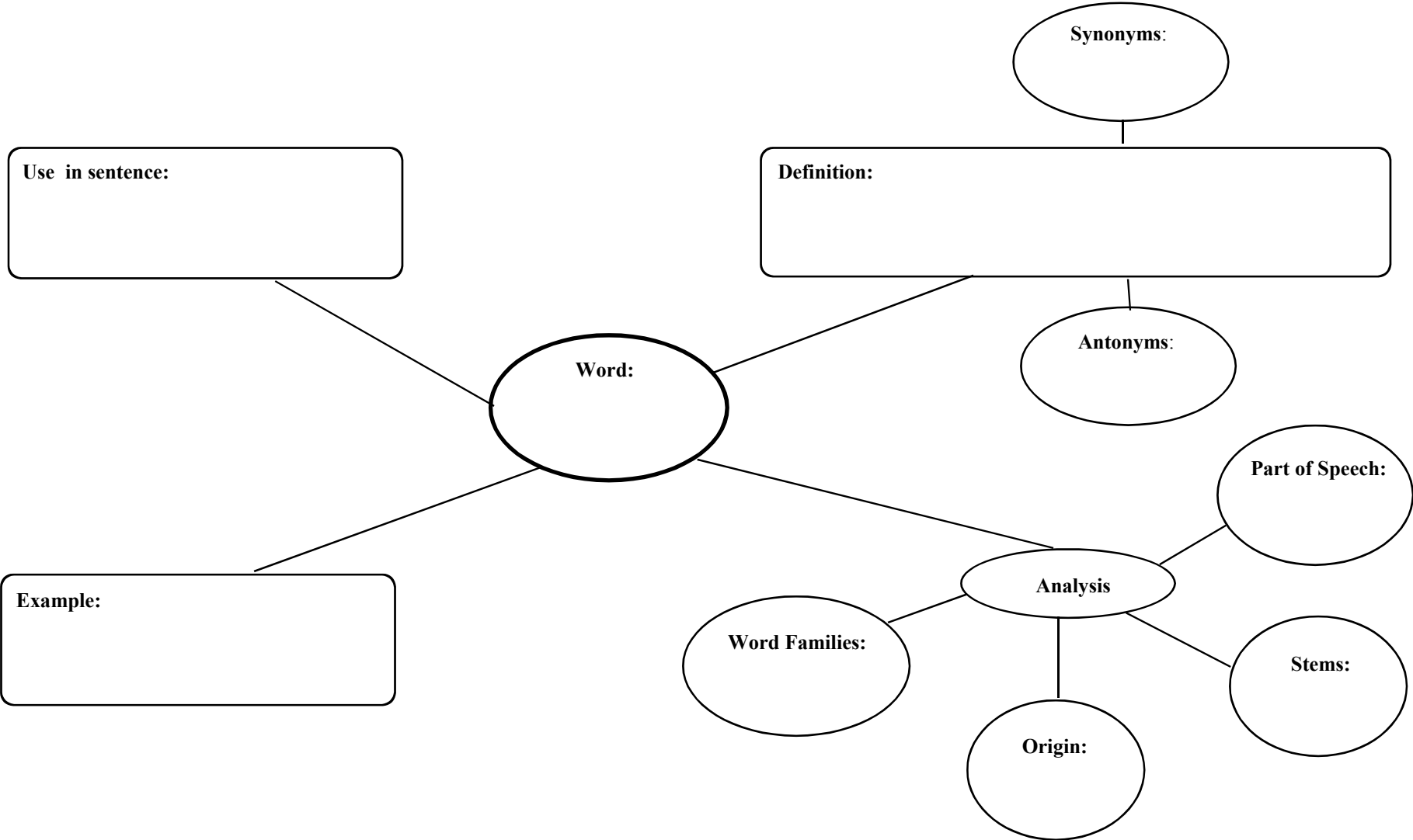


GRAPHIC ORGANIZER
VOCABULARY WEB

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Persuasion: A language arts unit for high-ability learners. (1998). Center for Gifted Education The College of William and Mary. Dubuque, Iowa: Kendall Hunt Publishing. Pg 56 Vocabulary Web Example. Reprinted with permission.

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p> </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development 	<p>English/LA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>			