Body Characters

NCSCOS Objectives: TLWD

Application of knowledge of direct and indirect characterization by analyzing the text and choosing quotations from the text that reflect qualities, traits, personality etc. of their character of choice and recording those quotations on a rendition of the character.

Time:

Day 1-Approx. 20-30 mins. for planning (choosing character and quotes)

Day 2- Approx. 30-45 minutes to complete characters

**Times can be amended if students are completing portions outside of class. **

Materials: bulletin board paper, colored pencils or markers, paper, pen/pencils

Lesson Description:

Select a character from Parable of the Sower who was interesting to you or intrigued you. You are to look for instances of direct or indirect characterization of your character. Your evidence will be quotes stated by your chosen character or quotes about your character stated by others.

Have students get into groups (preferably in same sex pairs). The group dynamics can be amended due to class size.
Groups will choose a character from the book.

Next, the groups will choose quotes that either the characters say or quotes that are said by the character that if reflective of their personality, qualities, or traits and make a list.

Then one group member will serve as the model and lie on the bulletin board paper while the other group member traces their outline.

Next the group should creatively turn their outline into a likeness of their character i.e. give them clothes, eyes, ears, and any accessory that would be fitting of this character.

Finally, groups should creatively incorporate the quotes they have selected onto the bulletin paper or their character.

Remember—Creativity is the key.

Follow Up: Writing Assignment

Time: Day 1- Approx. 45-50 min.

Materials: pencil or pen and paper

Lesson Description:

Have students work individually to complete an essay using the following questions as a guide:

What do you find particularly distinctive or memorable about your character?

What insight have you gained about your character after completing this activity?

Why do you believe Butler included this character in the novel?

If you were creating this character for the novel what would you change about them? What traits, characteristics, or qualities do you think they possess that serves them particularly well?

Rubric

Making A Poster: Body Character

Teacher Name: Ms. Brown

Student Name: ___________________________________________
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics - Clarity</td>
<td>Graphics are all in focus and the content easily viewed and identified from 6 ft. away.</td>
<td>Most graphics are in focus and the content easily viewed and identified from 6 ft. away.</td>
<td>Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.</td>
<td>Many graphics are not clear or are too small.</td>
</tr>
<tr>
<td>Graphics - Originality</td>
<td>Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.</td>
<td>One or two of the graphics used on the poster reflect student creativity in their creation and/or display.</td>
<td>The graphics are made by the student, but are based on the designs or ideas of others.</td>
<td>No graphics made by the student are included.</td>
</tr>
<tr>
<td>Quotations</td>
<td>All items of importance on the poster are clearly labeled including quotes that can be read from at least 3 ft. away.</td>
<td>Almost all items of importance on the poster are clearly labeled including quotes that can be read from at least 3 ft. away.</td>
<td>Several items of importance on the poster are clearly labeled including quotes that can be read from at least 3 ft. away.</td>
<td>Quotes are too small to see.</td>
</tr>
<tr>
<td>Required Elements</td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td>Student can accurately answer all questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer most questions related to facts in the poster and processes used to create the poster.</td>
<td>Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.</td>
<td>Student appears to have insufficient knowledge about the facts or processes used in the poster.</td>
</tr>
<tr>
<td>Grammar</td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Use of Class Time</td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
</tr>
</tbody>
</table>

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