

## Unit 6 – Lesson 2

Enter your responses between the (blue) parenthesis below each item.

# Section 1 Identifying Character Development

Complete the following chart with characteristics of the **protagonist** or **main character** in your novel.

Your annotations, Signposts and other notes should help you to complete this chart.

- Refer to the **Character Traits List** in the lesson for reference if necessary.
- Reflect on what motivated the main character, what character traits he or she possessed, and how he or she looked.
- Recall how other characters viewed the protagonist
- Identify the lessons that the character learned in the novel.
- Consider how the character changed throughout the novel due to the conflicts experienced.

**Provide examples, with page numbers**, from the novel to support your answers. These answers may be in point form. This work will then help you to complete Sections 2 and 3.

Novel: ( ) Character Name: ( )

A. What motivates your character? (What does he or she want?) ( ) (/2)

B. Consider the character's words, behavior, or actions. Identify **five character traits** the words and behavior depict. Provide evidence or examples from the story.

Character Trait	Evidence/example
( )	( )
( )	( )
( )	( )
( )	( )
( )	( )

(/10)

C. Identify how others view the character in the novel. Provide evidence.

( ) (/4)

D. Identify two lessons the character learned in the novel. Provide evidence.

( ) (/4)

**Total of Section 1: /20**

## Section 2 Character Change Analysis Essay

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Now that you have reviewed the development of the protagonist in your novel, write a character analysis of approximately five paragraphs in which you examine **how one main character has changed in the story**.

### **Introduction**

- Develop a thesis statement to guide your paragraphs. How and why did the main character in your novel change?

### **Body Paragraph 1**

- Introduce your character by describing his or her initial character traits.

### **Body Paragraph 2**

- Discuss how the character has responded to challenges he or she has faced. How did these challenges change him or her as a person?
- Describe significant moments on the character's journey such as best moment or worst moment and how these moments effected character change.

### Body Paragraph 3

- Discuss any contradictory or unexpected behaviour in the character. Why was there this contradiction in the character's beliefs and/or actions?
- Identify a significant quotation for your character.
- Explain how your character has matured or developed in the novel. Provide evidence to show development or reason for lack of change.

### Conclusion

- To conclude, in a coherent paragraph that ties everything together, discuss what the character learned in the novel.

- Review the **Character Analysis Rubric**.
- Consider unity, coherence, and emphasis.
- Edit for Vocabulary, Sentence Structure and Conventions.

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Character Analysis rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
<b>Content /10</b>	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
<b>Organization /10</b>	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
<b>Sentence Structure /5</b>	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
<b>Vocabulary /5</b>	Words and expressions are used precisely and	Specific words and expressions show evidence of careful	Words and expressions are generally used	Imprecise words and expressions predominate;	Words and expressions are generally used

	deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	selection. The voice/tone created is distinct.	adequately to clarify meaning. The voice/tone created may be inconsistent.	specific words, if present, may be improperly used. The voice/tone created is not clearly established.	inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.
<b>Conventions /5</b>	The quality of the writing is enhanced because it is essentially error-free.	The quality of the writing is sustained because it contains only minor convention errors.	The quality of the writing is sustained through generally correct use of conventions.	The quality of the writing is weakened by the frequently incorrect use of conventions.	The quality of the writing is impaired by the consistently incorrect use of conventions.
<b>INS Insufficient</b> – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
<b>Total:</b>			<b>/35</b>		

**Total of Section 2: /35**

## Section 3 Monologue from a Character's Point of View

Compose (in writing) **and** deliver (as a reading) a monologue in which one character from your chosen novel reveals his or her feelings, thoughts, or attitude about a situation or character.

Review the **Monologue Assessment rubric** to learn the expectations of this assignment.

- Written Monologue
  - Choose a character whose thoughts for one incident you would to explain.
  - Include a short paragraph to provide background information about your character and details that lead to this specific incident.
  - Write the character's monologue referring to specific details of the event in the monologue **from the character's point of view**. Do not alter characters and events in your chosen novel for this monologue.
- Spoken Monologue
  - Practise reading the monologue several times.
  - Choose an appropriate tone and pace for the character's speech.
  - Record your monologue.

Submit your written and oral monologue to your teacher by phone message or digital recording which can be emailed or added to the Moodle Submission Box for Lesson 6-2. Label your recording file **(your name)LA9-6-2monologue**.

Monologue Assessment rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
<b>Content</b> /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
<b>Organization</b> /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
<b>Vocabulary</b> /5	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.
<b>INS Insufficient</b> – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
<b>Total:</b>			<b>/25</b>		

**Total of Section 3: /25**

### Student Comments:

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 6-2 Submission Box: **(YOURNAME)la9-6-2**
- **Check the Submission Box again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

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**Assignment Total: ( / 85) = Percent: ( %)**

**Teacher Comments:**

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