Inside, Outside Character Analysis

Students to think critically about characters and represent both the inside and the outside of the character figuratively.

**Curriculum/State Standards**
Reading, writing, and language are met through this project. Below are the standards written in a summarized format. Reading Standards: RL.1 Cite several pieces of textual evidence to support analysis RL.3 Analyze how particular elements of a story interact-focus on character RL.6 Analyze how an author develops the point of view Writing Standards: W.1 Writes with clear reasons and relevant evidence W.4 Produces clear and coherent writing W.9 Draws from literary texts to support analysis and reflection Language Standards: L.1 and L.2 Demonstrate command of conventions L.5 Demonstrate understanding of figurative language

**Overview**
Students will construct a creative response to represent the inside and the outside of a character from their independently read novels. Students will also write reflective essays to accompany their projects.

**Objectives**
The student will conduct a thorough analysis of a character from their independent reading novel. The student will analyze the “inside” (thoughts, feelings, beliefs, etc.) of the character, and the “outside” (appearance, perception by others, etc.) of the character. The student will use quotes from the text to support their analysis. The student will create a unique project that will convey to others the “inside” and the “outside” of the character. The student will write a reflective essay detailing how their project accurately portrays the character from their novel, using text-based details to support their analysis. The student will present their character analysis in a gallery walk format.

**Materials**
blank cardboard boxes approximately 4x4”
6 colored construction paper value packs
10 boxes of Crayola marker packs of 8 glitter, assorted color six pack decorative materials (including, but not limited to: puff balls, beads, foam shapes, felt, gems)
5 hot glue guns
5 pack of hot glue sticks
Modpog and brushes
graphic organizers
assessment rubric

**Readiness Activity**
Before beginning the project: students will need to have finished reading a novel of their choice. The novel should be at the individual reading level of each student.

**Strategies/Activities**
Character Analysis:
1) To begin the character analysis, students will complete a graphic organizer that will help break down specific elements of a character from their novel. The graphic organizer will have students describe the “inside” of the character, and the “outside” of the character. The “inside” of the character will include, but is not limited to, the character’s inner thoughts, feelings, beliefs, fears, dreams, and hopes. The

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“outside” of the character will include, but is not limited to, the character’s physical appearance, perception by others, and actions.

2) Once the analysis portion of the graphic organizer is complete, students will then go back to their novel to find quotes from the text to support their analysis. Each inference, or component of their analysis, needs to be grounded in the text. There will be spaces on the graphic organizer for students to write their quotes from the text, and the page number on which the quote was found.

3) Using the completed graphic organizer, each student will create a unique project that will convey to others the “inside” and the “outside” of the character. The teacher will provide four inch by four inch cardboard boxes for students to decorate using a range of arts and crafts supplies. The outside of the box will be decorated to represent the “outside” of the character, and the inside of the box will represent the “inside” of the character. The outside of the box will include visuals, metaphorical representations, or artistic symbols that will convey the details of the student’s analysis of the “outside” of the character. The inside of the box will be decorated, as well as hold little trinkets, slips of paper, or other items that get at the depths of the character inner self. Students will create the trinkets, write words or phrases on slips of paper, or create other items that will fit in the box. The contents of the inside of the box must visually, metaphorically, or symbolically represent the student’s analysis of the “inside” of the character.

4) Upon completion of the box, students will be given an writing outline, and instructed to write a reflective essay detailing how their project accurately portrays the character from their novel. The reflective essay must include an introduction, body paragraphs, and conclusion. The essay will also include at least three quotes that provide details, or clues to the “inside” of the character, and at least three quotes that provide details about the “outside” of the character. A detailed description of the components of the project must also be included in the essay. The student will reflect on their choices in creating the project, and explain their process in representing their character analysis in an artistic format.

**Culminating Activity**

End of the project: the project will conclude with a gallery walk style presentation. Each student will set up a station in the classroom that displays both the artistic representation of the character and the reflective essay. Students will travel around the room to view the projects created by their peers.

**Evaluation Method**

There will be several progress checks throughout the duration of the project. The first check will be completion of the analysis portion of the graphic organizer. The teacher will make sure that the student provided a thoughtful and detailed analysis of the character. If this portion is completed to standard, the teacher will provide a check on the grade sheet and instruct the student to proceed to the next step in the project.

The second check will be the addition of the quotes from the text to the graphic organizer. The teacher will check that the student has quotes directly copied from the text, as well as page numbers indicating where the quotes can be found. If this portion is completed to standard, the teacher will provide a check on the grade sheet and instruct the student to proceed to the next step in the project. The third check will be upon completion of the artistic representation of their analysis. The teacher will check that the inside and outside of the box are decorated and that the inside of the box contains trinkets or other items to provide a more thorough understanding of the character. If this portion is completed to standard, the teacher will provide a check on the grade sheet and instruct the student to proceed to the next step in the project.

The final check will be participation in the gallery walk. To get a check for this task, students need to have their projects completed on time, and displayed for their peers to view.

The major grade for this project will be the evaluation of the reflective essay. The teacher will provide the students with a writing rubric, and students will self grade their essays before the teacher grades them. The teacher will score the essays based on thoughtfulness of the reflection,
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depth of the character analysis, and proper writing conventions. Each of these components will be clearly defined on the writing rubric.