

CHARACTER EDUCATION

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Classroom Activities

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Timeline

Materials:

- Butcher paper or long rolls of shelf or craft paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Decide on the 5 most important events in today's reading.

1. Make a list of all the things that happened in today's reading.
2. Decide which are the 5 most important.

Step Two: Write each event as the next event on the timeline.

1. The timeline is a long [20 feet] running piece of paper, with a line running horizontally through the upper third.
2. At the beginning of the story, start at the far left edge, and then add 5 events or important details each day.
3. Write each event in the fewest possible words. Use bold print that can be read from a distance. Leave enough room for all of the chapters.

Step Three: Review the timeline each day before reading the next section.

1. Starting at the beginning of the story, read and review each event on the timeline before starting today's reading.
2. This will help you remember what happened in reading on previous days. If you missed parts or the entire story so far, this will fill you in.

Variations for the Timeline

1. Create a space for each chapter on the timeline when you begin.
2. You could make a little timeline on the inside or outside of a file folder, or on a smaller roll of paper.
3. Instead of writing the events down, you could choose a picture or cut a symbol out of construction paper and post it out the timeline.

Variations for Writing

1. Take a section of the timeline and write a summary of the story so far. Or look at the story so far and write a paragraph about what you think will happen next.

Word Wall

Materials:

- Sentence strips or stiff paper
- Markers
- Scissors
- Tape, pins, magnets or Velcro to fasten strips to wall

Step One: Identify five important words in today's reading.

1. Look at today's reading and identify five new, important words you want to know.
2. Choose words that are:
 - a. Important ideas or concepts, or important places in the story;
 - b. Words you could use again – words that have high utility;
 - c. Don't choose words only because you don't know them.

Step Two: Write each word in bold print on a sentence strip.

1. Write each word in big, bold letters on a sentence strip, then cut the strip so you have only the word.
2. Put the word up on the Word Wall, adding it to the other words you have collected for this story.

Step Three: Use each word as many ways as you can for one minute.

1. Define the word, use the word in sentences, brainstorm synonyms [words that mean the same thing] and antonyms [words that mean the opposite] for the word, or use the word any other way you can think of for one minute.
2. End by saying what the word means. If you are not sure what the word means, ask someone who knows or look up the word in the dictionary.

Variations for the Word Wall

1. Make little word cards and collect them all by pasting or gluing them on the inside of a file folder.
2. Use the words for activities like those in *Words, Words, Words* by Janet Allen [Portsmouth, NH: Heinemann Books].
3. Read all the words on the wall [so far] out loud. Try to connect the words together in a story.

Advertisement for Future Dream Property

Materials:

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the property

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as weather, location, people, houses, etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the property.

Variations for the Ad

1. Write the ad as if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals.
Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

Analytic Cubing

Materials:

- Desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
- Cubing format 1c2 for cutting and folding directions
- Pencils, pens, crayons, markers
- Scissors, glue sticks or paste

Step One: Decide what you want to study and select a cubing form.

1. Decide what you want to study: a concept or idea, an event, something you've read, a thesis you want to make the case for, a topic or idea, a place, some event or period in history, a person, an action, or how something works or why it might not work.
2. Choose the cubing form that matches what you have selected to study: a concept or idea [1c12 or 3c12], an event [4c12], something you've read [5c12], a thesis you want to make the case for [6c12], a topic or idea [7c12], a place [8c12], some event or period in history [9c12], a person [10c12], an action [11c12], or how something works not 12c12]. The entire list of cubing forms is:
 - 1c12 Cubing 5 Questions About Anything
 - 2c12 Cubing Directions: Assembling the Cube
 - 3c12 Cubing 6 Questions About Anything
 - 4c12 Cubing Who, What, When, Where, Why
 - 5c12 Cubing the Structure of a Text
 - 6c12 Cubing a Persuasive Essay
 - 7c12 Cubing a Topic or Idea
 - 8c12 Cubing Geography
 - 9c12 Cubing History
 - 10c12 Cubing Biography
 - 11c12 Cubing an Action
 - 12c12 Cubing a Technical Report

Step Two: Fill out the six squares by writing about the topic in each square.

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.

3. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

Step Three: Cut out the cube and assemble it following the directions on 2c12.

1. Cut out the cube along all dotted lines on the form; this will sometimes mean cutting between squares. One of these might be an information square and one might be a flap.
2. Fold the cube form on all lines to make it easier to assemble. Fold the form back – all the folds should be behind, instead of above, the printed side.
3. Use a glue stick or paste to apply the adhesive to every shaded square. In you can't make out the shading, use the glue stick on every flap. None of the information squares should have glue or paste on them.
4. Fold the cube carefully following the directions on 2c12.

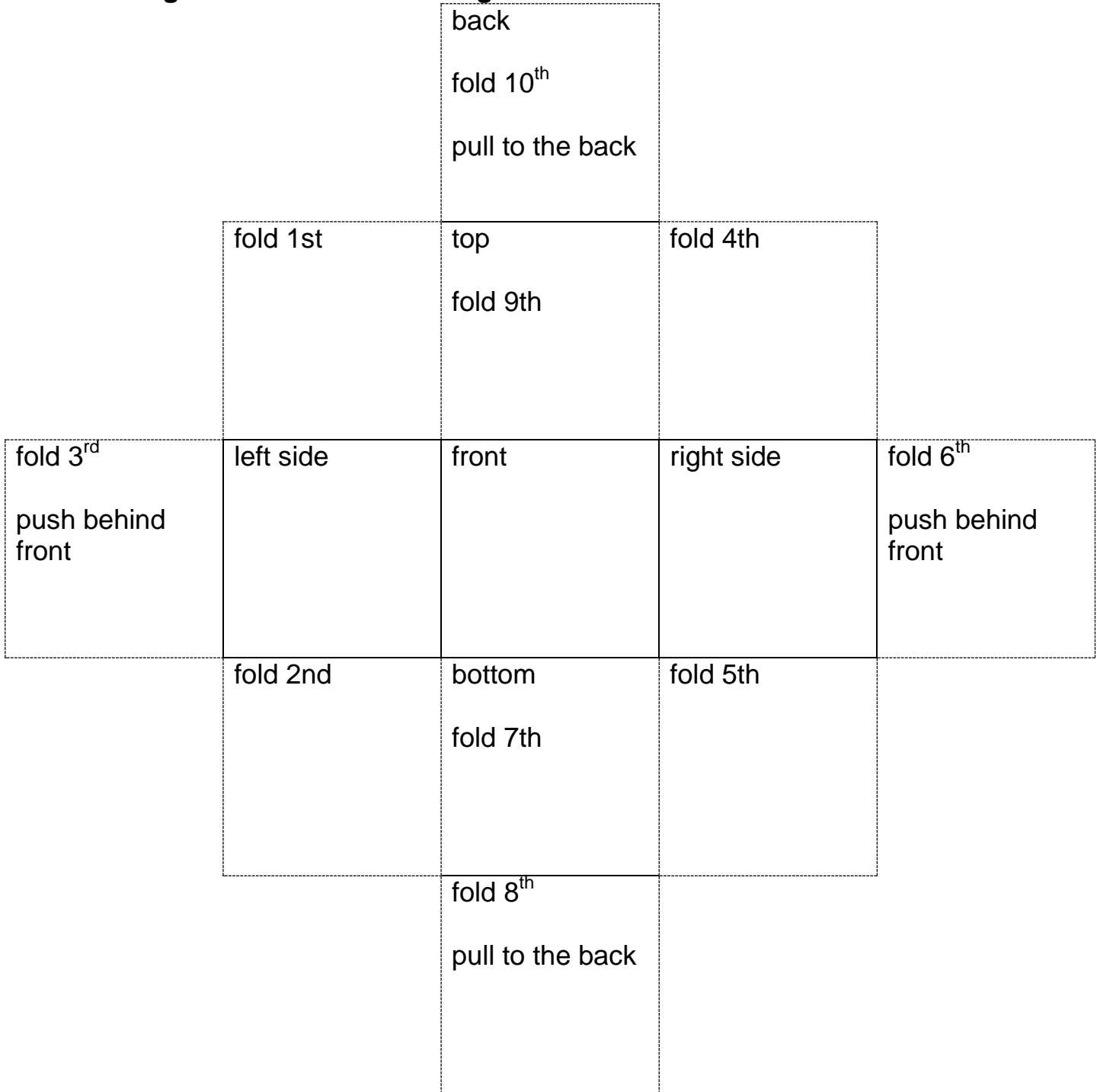
Variations for Cubing

1. If all the extra flaps are confusing, use the Basic Cube forms instead, and fill in the appropriate questions or topics. After you cut the cube out, use tape to hold together each side. This will work, but it will not be as durable as the cubes with flaps. This means it cannot be handled as much.
2. You can put together many cubes you have done over a period of time, or combine yours with cubes that other people have done. You could create a wall of cubes, connect the cubes together in a mobile, or make an archway above a door.
3. You could put something in the middle of the cube to give it more weight and stability. You could stuff it with tissue paper or construction paper, for example.

Variations for Writing

1. In order to create a research or term paper, the cube can be used as an outline. Each side of the cube can be turned into one or more paragraphs by expanding and further explaining what is written on the cube, gathering more information and finding quotes and primary sources to back up your information.
2. Any side of the cube can be used to write a paragraph.

1c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square. Do not get paste or glue on the un-shaded squares.
5. **Carefully fold the squares in the order specified, sticking squares to pasted surfaces underneath as you go.**

2c12 Cubing 5 Questions About Anything

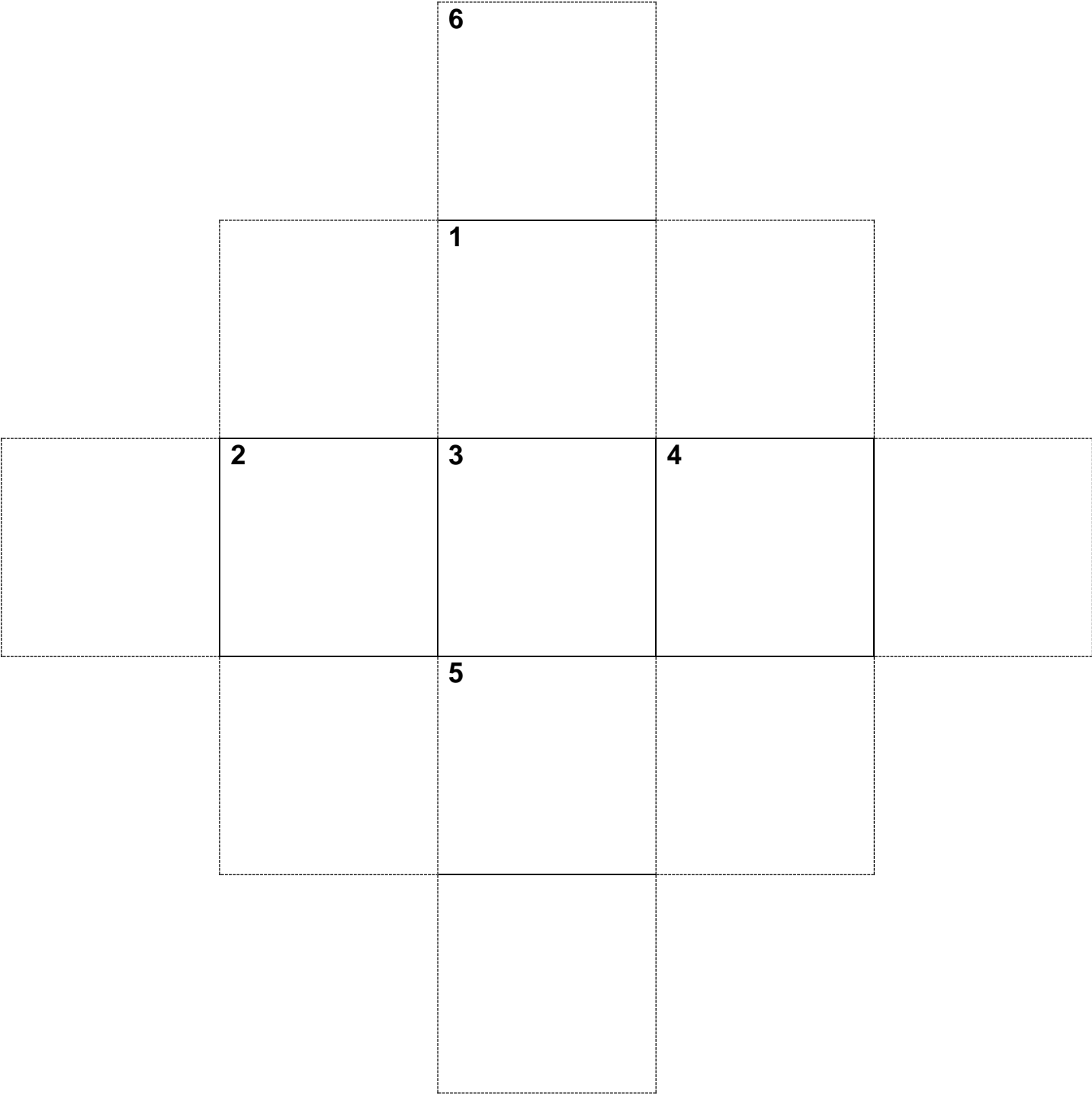
Name

1

2 3 4

5

3c12 Cubing 6 Questions About Anything



4c12 Cubing Who, What, When, Where, Why

| | | | | |
|--|-------------|-------------|--------------|--|
| | | Name | | |
| | | Who | | |
| | What | When | Where | |
| | | Why | | |
| | | | | |

5c12 Cubing the Structure of a Text

| | | | | |
|--|-----------------|---------------------|-------------|--|
| | | Title/Author | | |
| | | Setting | | |
| | Conflict | Characters | Plot | |
| | | Theme | | |
| | | | | |

6c12 Cubing a Persuasive Essay

| | | | | |
|--|-------------------|-------------------|-------------------|--|
| | | Thesis | | |
| | | Who cares? | | |
| | Argument 1 | Argument 2 | Argument 3 | |
| | | So What? | | |
| | | | | |

7c12 Cubing a Topic or Idea

| | | | | |
|--|------------------------------------|---------------------------------|-----------------------------|--|
| | | Compare What is it like? | | |
| | | Describe What is it? | | |
| | Associate What else is it with? | Analyze What are the parts? | Apply What could happen? | |
| | | Argue For What do you think? | | |
| | | | | |

10c12 Cubing Biography

| | | |
|---|-----------------------------------|-------------------------------|
| Who is the person? Date of birth? Death? | | |
| | Where did this person grow up? | |
| What relationships did this person have? | What did this person do? | What was this person like? |
| | Why is this person important? | |
| | | |

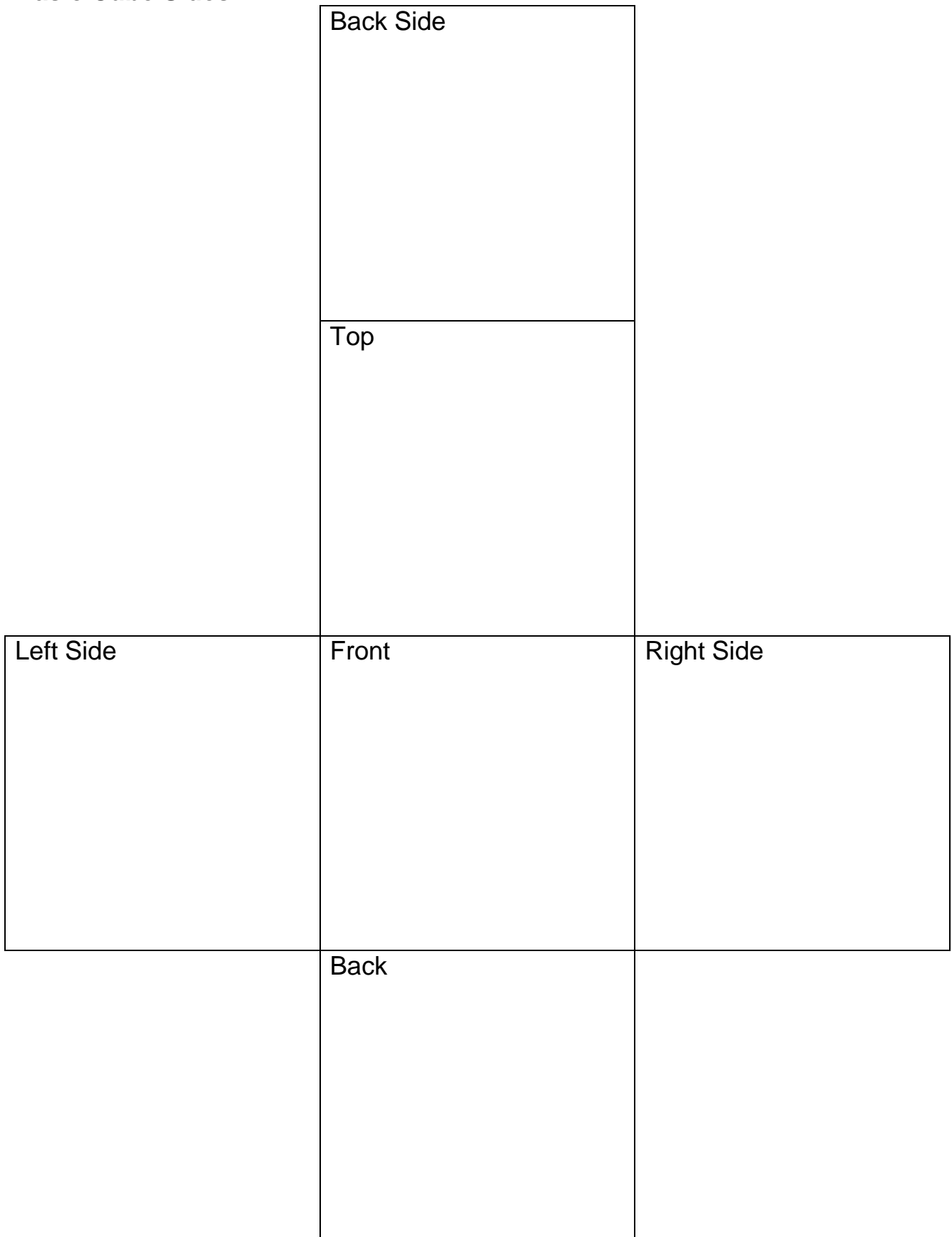
11c12 Cubing an Action

| | | | | |
|--|-------|----------------|--------|--|
| | | When and Where | | |
| | | Who | | |
| | Cause | Action | Effect | |
| | | Evaluation | | |
| | | | | |

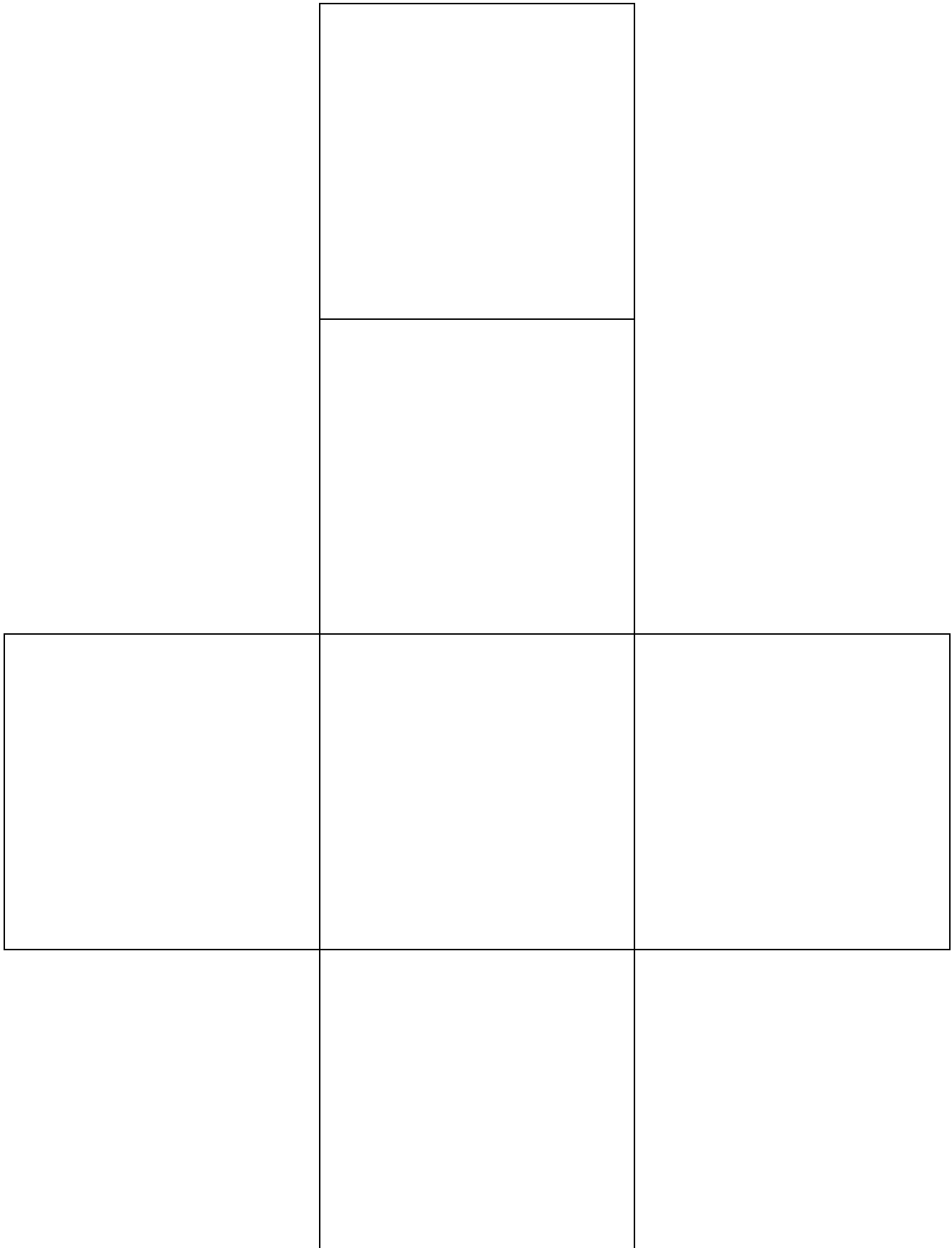
12c12 Cubing a Technical Report

| | | | | |
|--|-------------|-------------------|------------------|--|
| | | Problem it solves | | |
| | | What it is | | |
| | Who uses it | What it does | Resources in/out | |
| | | What can go wrong | | |
| | | | | |

Basic Cube Sides



Basic Cube



Basic Cube for a Topic or Idea

Describe
What is it?

Compare
What is it like?

Associate
What else is it with?

Analyze
Take it apart.

Apply
What are the outcomes?

Argue For
Take/explain a position

Bookmark: Vision-Plan

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Pencils, pens, crayons, markers
- Construction paper, scissors and glue sticks if desired

Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where [or in what kind of housing] will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?
2. On the top third of one side of the bookmark fill in pictures, words or symbols that represent your vision.

Comment: This is a successful vision. This should be a vision that you, your parents and grandparents, your teachers and people who know you [as well as your friends] would be proud to see you have accomplished.

Warning: If people you know think they will be wealthy as a result of major drug sales, prostitution, gun running or other major crime, they need to know they will probably be dead, disabled or imprisoned within 2 years. This is 10 year plan, with a vision of people who aren't dead, imprisoned, or disabled from injuries received as a result of criminal behavior.

Step Two: Create a plan to achieve your vision in 10 years: what has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision. Compare lists with someone else and select the 10 most important things that have to happen.
2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like during this unit, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan? You can review this in pairs.
2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters, keeping all of one day's information in the same row. You want to have room for many entries during this unit.

Variations of this Bookmark

1. In step 3, make 2 columns. In one column keep track of things that get you closer, and in the other column, keep track of things that get in the way.
2. Do this bookmark for any novel you read. Do the characters have a vision? Create this vision in the top third and list 10 things to achieve this vision in the lower two thirds. On the back, keep track of things they do that get them closer to their vision. Or follow variation 1 and make 2 columns. In one column keep track of things that get them closer, and in the other column, keep track of things that get in the way.
3. Variation 2 can be done on a much bigger piece of stiff paper – a giant bookmark – and posted on the wall. After each days reading, fill in step 3.
4. Do step 1 the first day, step 2 the second day, and step 3 the third day and every day after that until you finish.

Variations for Writing

1. You can write a paragraph detailing your vision, or your plan, or your recent efforts.
2. If you are doing variation 2, you could write their vision, plan or effort as a paragraph.

Bookmark: Suitcase Bookmark

Materials:

- Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- Pencils, pens, crayons, markers
- Construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you in a suitcase.

1. Imagine that you are going to move around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Step Two: Make a bookmark like a suitcase full of things you would take.

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

Step Three: As you read the story you can add things to your suitcase.

Variations of this Bookmark

1. Draw the items inside the suitcase with a marker instead of gluing construction paper.
2. Make a bigger suitcase – even life size if you want, or wall size, or 3D.

Variations for Writing

1. In a paragraph, describe yourself packing a suitcase, also describe what you decided to bring on the road and why.
2. Pick one important item in your suitcase and write a paragraph explaining why it is important to you.

Discussion Questions for Lesson on

| |
|--|
| What are the facts? Literal Questions Who What When Where How Why |
| How is the text structured? Structural Questions Setting (when, where, weather) Characters Characterization (description, does, says, are said about) Plot (problem, barriers, resolution) Conflict (nature, self, society, others) Tone (attitude) Mood (atmosphere) |
| What are the major ideas in the text? Idea Questions Theme Who learns what Value Thoughts |
| How does the author do what he/she does in the text? Craft Questions Style Effects Writing |
| How is this work like/unlike other works by this author? Author Questions Text & Context History Impression |
| How is this work like/ unlike other texts you have read? Literature Questions Analysis Synthesis Basis for comparisons: Element |
| How does text relate to your life? Life Questions Life questions, problems, decisions Age & development The world Your world |
| What do you think of this text? Evaluate Questions Impression Preference Value Continuity Clarification Conflict Culture Counter-culture |
| What do you think will happen next? Inference Questions Predictions Tentative conclusions Partial information Anticipation Creating a sense |

g6: Six Graphic Organizers for the Analysis of the Structure of Text

Materials:

- Setting Chart
- Beginning-Middle-End Chart
- Plot Profile Chart
- Character Profile Chart
- Character Interaction Chart
- Venn Diagram Chart

Step One: Read the story, chapter or segment you wish to analyze

Step Two: Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the part of the story you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

Step Three: Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems and the conflicts that occur. In the end of the story, those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

Step Four: Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back to the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Step Five: Fill out the Character Profile Chart on each character you wish to analyze

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down in one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Step Six: Fill out the Character Interaction Chart for 3 characters

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

Step Seven: Fill out the Venn Diagram Box

1. Decide on 2 characters, or settings, or events, or other variables you wish to analyze in the story, chapter or segment you have read. Label each of the 2 circles.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

Variations of the g6

1. You can do all of these, one of these, or any combination that makes sense.
2. The g6 can be done on worksheets, or written on big pieces of paper, like chart paper or butcher paper. They can also be written on a white board or black board; the shape of each graphic organizer is easy to copy.
3. When you are analyzing a story, you can copy each graphic organizer on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test.
4. You can do this individually, in pairs, in a small group, or as part of a large group. A class can divide in teams where each team does one organizer and then presents it to the rest of the class. If you do all 6 of the g6 with 3 character profiles, you will need 8 teams.
5. You can use the g6 in reverse to design a story you wish to write. Create the charts in the following order, making story decisions at each step:
 - Setting Chart
 - Character Profile Chart [3]
 - Character Interaction Chart
 - Venn Diagram Chart
 - Beginning-Middle-End Chart
 - Plot Profile Chart

Then tell or write the story you have created.

6. You could use variation 5 to tell the story
7. Create the charts as follows:
 - Setting Chart based on their future dream
 - Character Profile Chart:
 - Character Interaction Chart: how would they get along
 - Venn Diagram Chart: what they do on sunny days and rainy days
 - Beginning-Middle-End Chart: based on the above
 - Plot Profile Chart
8. . You can modify the charts or use any combination that helps you.

Variations for Writing

1. Write a paragraph from any of the charts you develop.

1g6 Setting Chart

| | |
|--------------|----------------|
| Where | When |
| Time | Weather |

Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the part of the story you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

2g6 Beginning-Middle-End Chart

| Beginning | Middle | End |
|------------------|---------------|------------|
| | | |

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems and the conflicts that occur. In the end of the story, those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

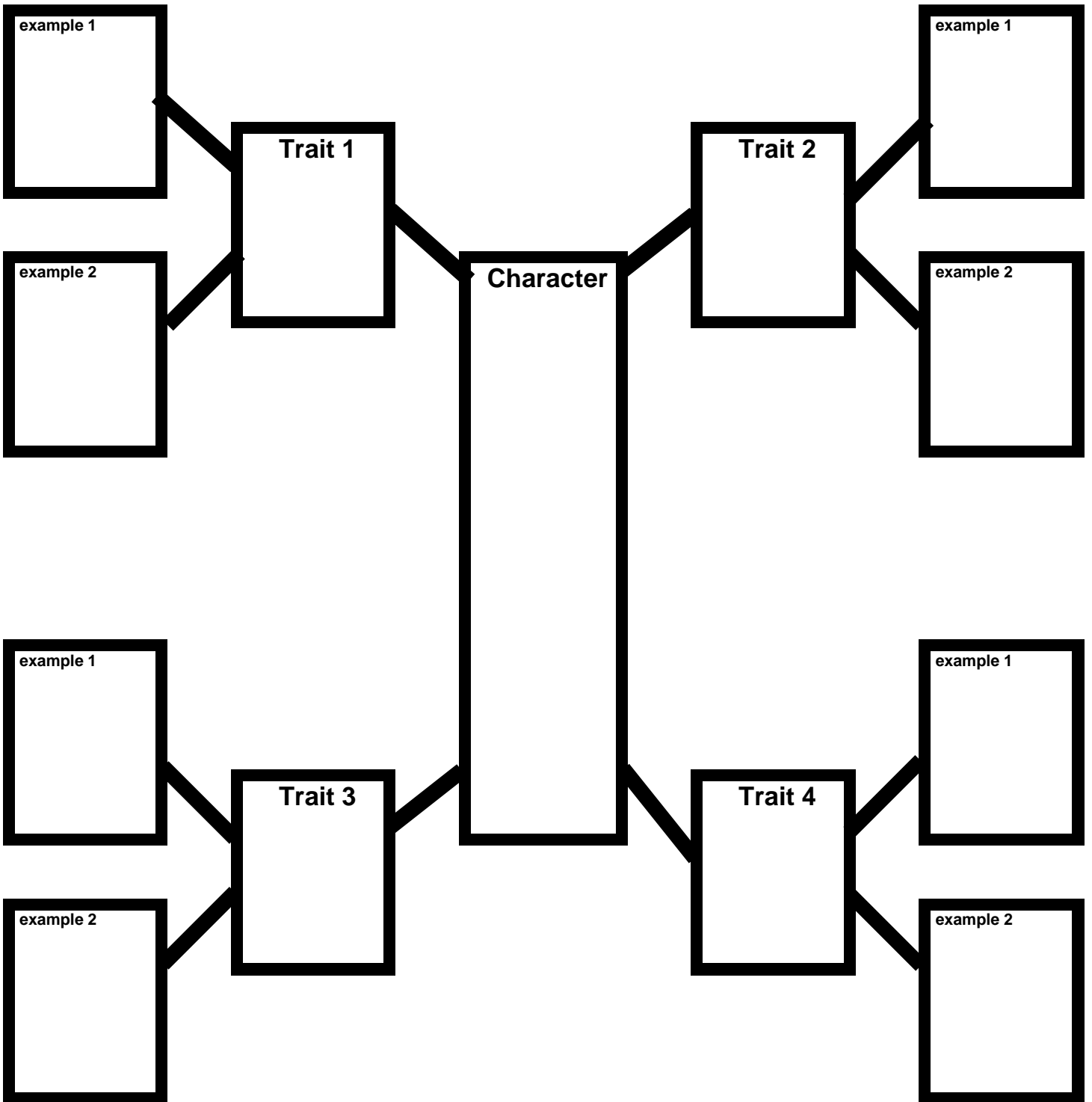
3g6 Plot Profile Chart

| | | | | | | | | | | |
|-----------|-------------|---|---|---|---|---|---|---|---|---|
| 10 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 1 | | | | | | | | | | |
| Intensity | Description | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Event | | | | | | | | | | |

Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back to the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

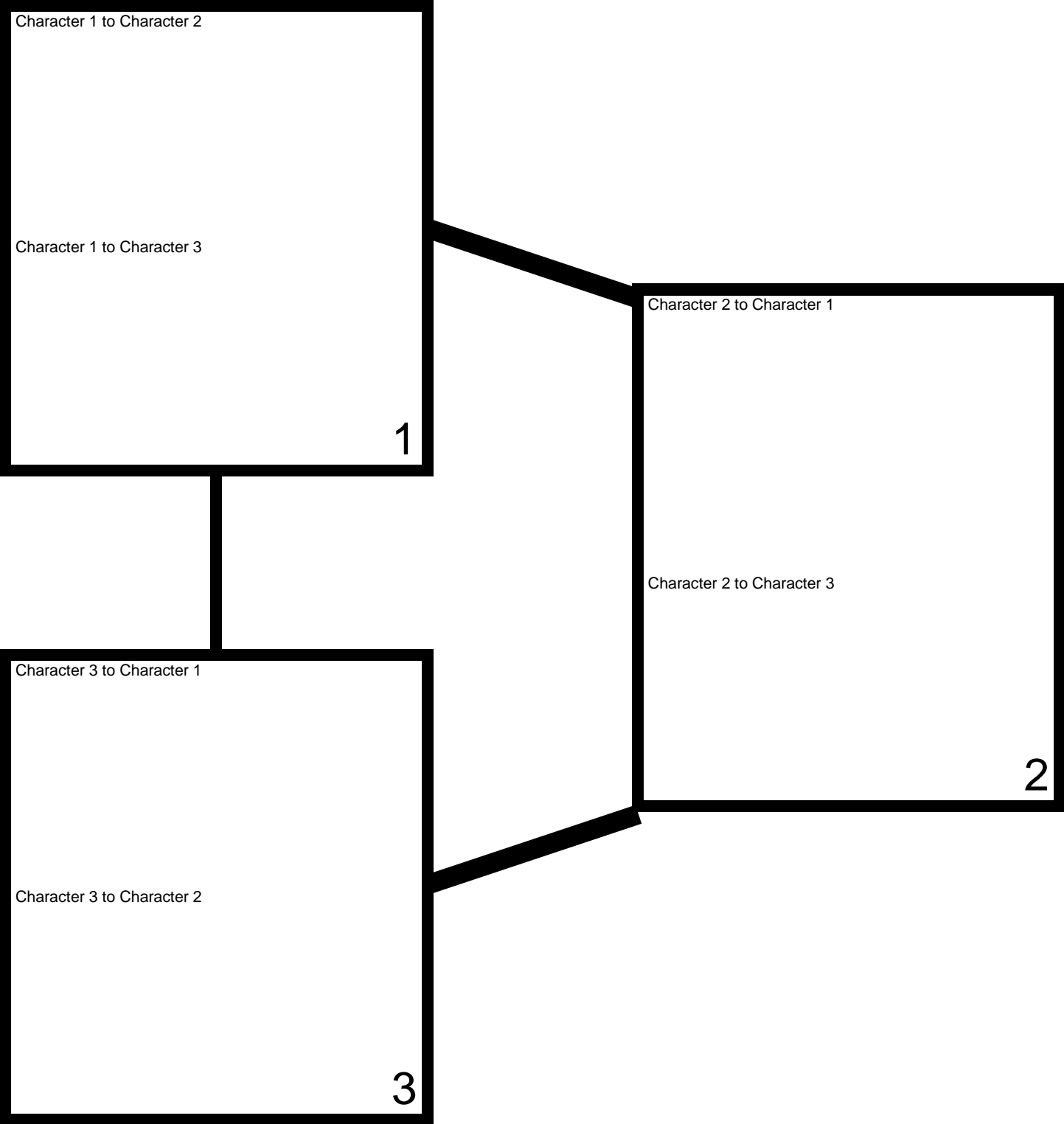
4g6 Character Profile Chart



Fill out the Character Profile Chart on each character you wish to analyze

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down in one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

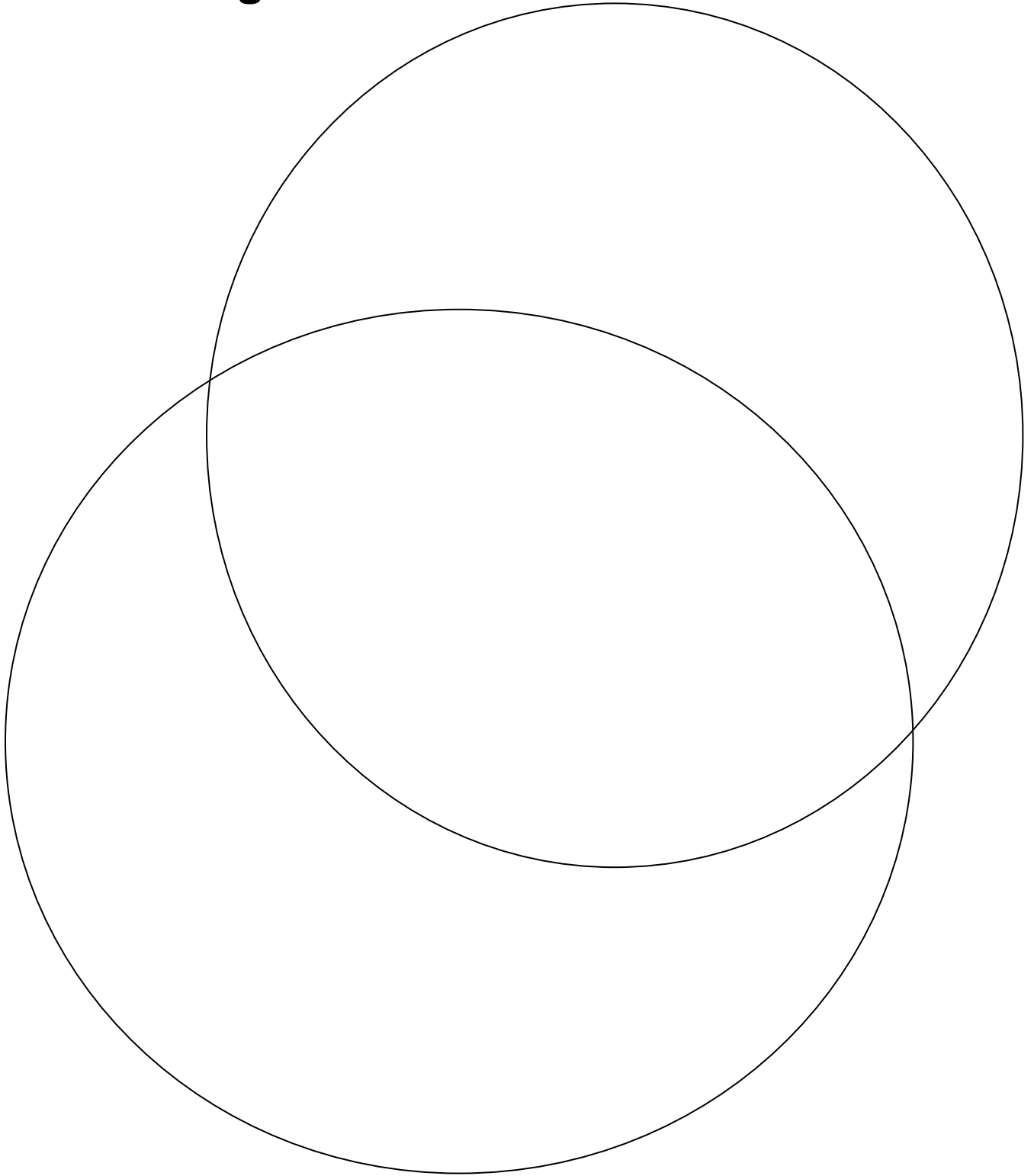
5g6 Character Interaction Chart



Fill out the Character Interaction Chart for 3 characters

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

6g6 Venn Diagram Chart



Fill out the Venn Diagram Box

1. Decide on 2 characters, or settings, or events, or other variables you wish to analyze in the story, chapter or segment you have read. Label each of the 2 circles.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

KWL Chart: What You Know, Want to Know, and Learn

Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

1. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KWL Chart

| K What do you know? | W What do you want to know? | L What have you learned? |
|-------------------------------|---------------------------------------|------------------------------------|
| | | |

Magazine Layout

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story?

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

1. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
2. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
3. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

Map

Materials:

- Stiff paper 11x17 or bigger to make a map
- Or a printed map of the area
- Push pins or something else to mark the map
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on it.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

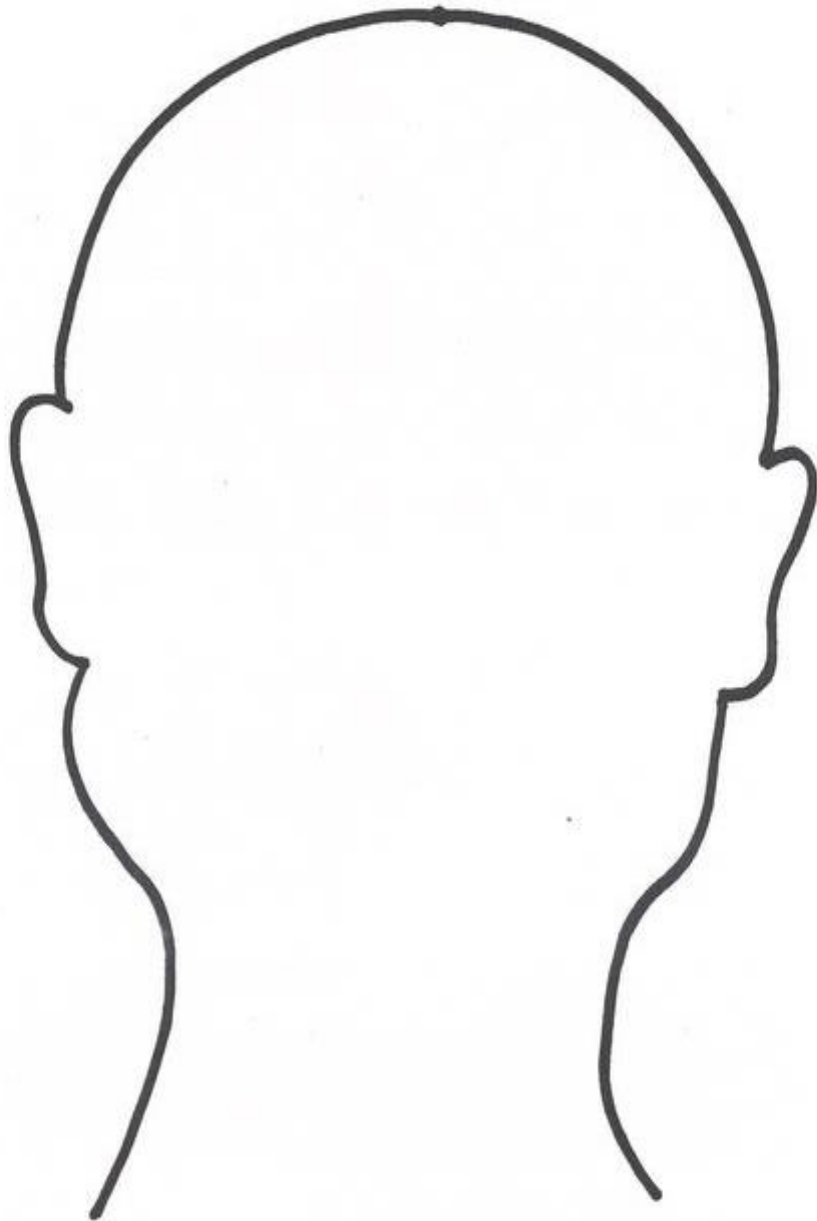
Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

1. Write a description of the setting using the map as a guide.

Open Mind Portrait:



Open Mind Portrait: Create an Open Mind Portrait of a Character

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Pencils, pens, crayons, markers
- Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: Add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.

4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts that occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Setting Sketch: Sketch the Visual Details

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencils, pens, crayons, markers

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used to create a visual of the future wishes of characters in any story.

Variations for Writing

3. This sketch can be used to help write a setting paragraph.

Story Prop

Materials:

- Construction paper, or other stiff paper
- Pencils, pens, crayons, markers
- Scissors, glue sticks if desired

Step One: Identify an important object in the story.

1. If you were acting out this story, what objects in the story would you want on the stage for people to see?
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.

Step Three: Put the prop you make up with others on the wall.

Variations for the Prop

1. Make a 3 dimensional or life size version of the prop.
2. Create a bulletin board with cut outs or drawings of each prop.
3. Put a label with the name of each object underneath the prop.
4. Using a smaller piece of paper [binder paper size], make a mini-wall with small drawings of 10 important objects in the story.

Variations for Writing

1. Write a paragraph describing this prop.
2. Write a paragraph describing this prop as it is being used or observed by a character in the story. This could be during the story, or in the future.

CD Project

Description:

Your novel deals with many complex issues and themes that are present throughout many peoples' lives. For this reason, there are many places where we may find the same theme being discussed and/or expressed in another way (i.e. art, film, music, dance, etc.). For this activity, you will create a CD (fake) that reflects the same themes present in your novel. The songs that you choose to include on this CD will be songs that illustrate the different issues present in this novel. You may choose songs from any genre (rock, alternative, oldies, etc.); the only requirement is that the songs **MUST** deal with the issues present in the novel. Below are guidelines that you must follow in order to create your CD.

Your CD Project must include...

- a) Three songs that deal with the themes and issues in the novel.
- b) The names of the artist who sings the song.
- c) A quote from each song that directly relates to the novel.
- d) One important quote pulled directly out of the novel that relates to the song.
- e) An explanation on how the quotation relates to the issues in the novel.
- f) Illustrated CD cover.

Use the chart below to organize your ideas and prepare to make you CD Project.

| | Song #1 | Song #2 | Song #3 |
|---|---------|---------|---------|
| Title of Song | | | |
| Name of Artist | | | |
| Copy a quote from the song that relates to the issues in the novel. | | | |
| Explain how the quote from the song relates to the issues in the novel. | | | |

Inside of the CD cover:

| | | |
|--|--|--|
| Song Title #1 Artist Quote from song ----- Paragraph: How quote relates to issues in the Book | Song Title #2 Artist Quote from song ----- Paragraph: How quote relates to issues in the book | Song Title #3 Artist Quote from song ----- Paragraph: How quote relates to issues in the book |
|--|--|--|

Cover of CD:

The CD cover must include...

- a) CD Title
- b) A picture, collage, drawing, symbol, etc.
- c) Quotation from the book (Use proper grammar and identify the speaker).

| |
|-----------------------|
| Title |
| (Illustration) |
| "Quotation" - speaker |