



Name: _____ Period: _____

5th Grade Critical Reading Project

Exploration in Characterization

Project Requirements- All students are expected to meet the following requirements:

1. Outline: *Due Tuesday, April 17, 2012*

Your group will discuss and determine the three most important character traits of characters from our readings this semester. You will collaborate to create an outline of the characterization presented in the texts. It should include evidence from the text to support each character trait. It should identify at least two examples of indirect characterization, and one example of direct characterization. The group will work together to create this. Only one characterization outline will be turned in per group.

2. Presentation/Script: *Due Tuesday, May 1 or Thursday, May 3, 2012 (assigned by Mrs. Archer)*

Group members will work together to create a skit to portray a scene in which the assigned characters interact. Groups will place characters in a fictional setting such as a dinner party, a waiting room, a road trip, or a long elevator ride (other settings are acceptable, but must be approved by Mrs. Archer). Presentations should be approximately 5-8 minutes long. Presentations must demonstrate an understanding of the assigned characters and their character traits. Groups must synthesize their knowledge in order to determine what each character might say or do when faced with new situations or people. One script should be turned in per group. Visual aids, music, props and costumes are optional.

3. Reflection: *Due Tuesday, May 8, 2012*

Each member of the group will write a post-presentation reflection. This will be an individually written account of how you feel your group did on the project. It should be completed after your group has performed. Consider the following: What did you do well? What was challenging for your group? Which aspects of the assignment were most fun and/or interesting? In what ways did you contribute to the group process? This reflection should be a minimum of eight thoughtful, well-written sentences. It should not exceed one page. It should be typed.

4. Students will be respectful audience members while their classmates are performing skits.

5. Students will use class time efficiently and productively while working collaboratively on project. Students will be given multiple class periods (April 17, 19, 24, and 26) to work together.

Our Characters:

Group Members:

Grades for the group project will be determined by the following rubric:

	6 points	7 points	8 points	9 points	10 points	Earned:
Class time Group Interaction (Individual)	Student does not contribute and/or is very distracting to the group process.	Student contributes little to the group process during class time and/or is mildly distracting.	Student uses most of class time to be productive. Student contributes to the group process.	Student meets expectations while working with group during class time.	Student exceeds expectations while working with group during class time.	
Outline (Group)	Outline meets few requirements, and is below average.	Outline meets some of the requirements, and is acceptable.	Outline meets most of the requirements, and is good.	Outline meets expectations, and is very good.	Outline exceeds expectations.	
Script (Group)	Script does not demonstrate knowledge of characters or synthesis. It is below average.	Script demonstrates knowledge of characters, but no synthesis. It is acceptable.	Script demonstrates knowledge of characters and synthesis. It is good.	Script is thoughtful and well-written. It meets expectations of characterization and synthesis.	Script is very thoughtful and well-written. Synthesis and characterization exceeds expectations.	
Performance (Group)	Group performance includes few of the events on the outline and/or is below average.	Group performance includes some of the events on the outline and/or is acceptable.	Group performance includes most of the events on the outline and/or is very good.	Group performance meets expectations.	Group performance exceeds expectations.	
Performance (Individual)	Student performance is below average.	Student performance is acceptable.	Student performance is good.	Student performance meets expectations.	Student performance exceeds expectation.	
Post-Presentation Reflection (Individual)	Reflection meets few of the requirements, and is below average.	Reflection meets some of the requirements, and is acceptable.	Reflection meets most of the requirements, and is very good.	Reflection is thoughtful and well-written. Reflection meets expectations.	Reflection is very thoughtful and/or well-written. Reflection exceeds expectations.	
Audience (Individual)	Student demonstrates very distracting and/or disrespectful behavior while other students perform.	Student demonstrates distracting and/or disrespectful behavior while other groups perform.	Student demonstrates slightly distracting and/or disrespectful behavior while other groups perform.	Student demonstrates respectful behavior while other groups perform.	Student demonstrates very respectful behavior while other groups perform.	

Project Score:

$$\frac{\text{number of points earned}}{\text{total number of points possible}} = \frac{\cdot}{70} = \text{_____} \%$$

Characterization Outline

Group Members: _____ Pd: _____

I. **Character 1:**

Text /Author:

a. Character Trait:

(Direct or Indirect Characterization?)

i. Evidence:

ii. Evidence:

b. Character Trait:

i. Evidence:

ii. Evidence:

c. Character Trait:

i. Evidence:

ii. Evidence:

II. **Character 2:**

Text /Author:

a. Character Trait:

(Direct or Indirect Characterization?)

i. Evidence:

ii. Evidence:

b. Character Trait:

i. Evidence:

ii. Evidence:

c. Character Trait:

i. Evidence:

ii. Evidence:

III. **Character 3:**

Text /Author:

a. Character Trait:

(Direct or Indirect Characterization?)

i. Evidence:

ii. Evidence:

b. Character Trait:

i. Evidence:

ii. Evidence:

c. Character Trait:

i. Evidence:

ii. Evidence: