

Lesson Duration: 75-90 minutes

1. Define character/personality traits as a class.
2. Compile a list of character traits with/for students, on the board or computer with projector. The teacher can also provide a copied list for future reference once a class-generated list has been formed.
3. With list of traits available for students to reference, have them complete a Think-Pair- Share activity, during which time they determine 2 traits with textual evidence for each trait, for one character in the text being studied. The teacher should choose the character for analysis, as this will keep all students working on the same character.
4. After students have completed a partnered share-out, have each partnership reach a consensus on one trait/evidence to share with the whole class. The teacher leads a full-class discussion of the character’s traits. Information should be recorded on the board/computer with projector for all students to see. Information should be recorded in either a mindmap or T-chart.
5. Once the modelling process is complete, group students into groups of 4-5, and assign each group a significant character to analyse. If the text has only one main character, then each group could be working on the same character. If the text has multiple major characters, each group is assigned a different character. Roles within groups can be assigned, to ensure all members are active in the group work – recorder, evidence finders, moderator, etc.
6. Have each group create either a mindmap or T-chart on flipchart paper. Groups then discuss the assigned character, creating a collection of traits (5-6) and corresponding textual evidence. Allow a minimum of 15-20 minutes for this activity.
7. Groups then share out their ideas, teaching the remaining students about the character assigned to each group. Students do not need to worry about recording all the information shared, as they will have an opportunity to do so after all groups have shared.
8. Once all groups are finished sharing their trait analysis, hand out a double-sided copy of the 3-column chart or the character trait map. Copy the map with multiple copies on one handout.
9. Students then complete a gallery walk to explore the trait lists created by each group, completing their character trait charts/mindmaps as they go through the room.
10. Once the gallery walk is complete, the teacher can choose to use these activities as a lead in to a character analysis paragraph writing assignment, or they can be used as a lead into my “Instagram Profile” activity.