



LEVEL 1 - Characterization

Resource at a Glance

ENTRY POINT 0: Identifying Character Traits 15 mins.

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 - **Student-Led Discussion Rubric**.....27

ENTRY POINT 1: Exploring Direct and Indirect Characterization 30 mins.

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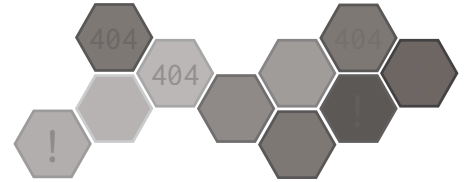
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 - **Student-Led Discussion Rubric**.....27



LEVEL 1 - Characterization

Resource at a Glance

30-40 mins.

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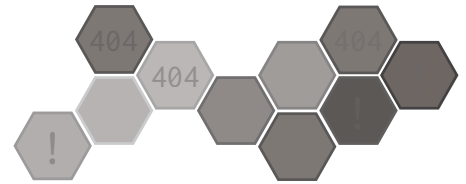
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LEVEL 1 - Characterization

Learning Target: identify and analyze character traits in fiction

ENTRY POINT 0: Identifying Character Traits

15 mins.

Note: Words in bold are said aloud by the teacher.

TEACH: Explain Character Traits

- **Character traits are all the aspects of a person's behavior and attitude that make up that person's personality.**
- **Characters, like people, can have both good and bad character traits. Sometimes these different traits can be seen within the same character; for example, one person may be both smart and cruel.**

Warm-Up
Pose the question:
"What one word would you use to describe your personality?"

Give students a chance to respond and discuss.

GUIDE: Discuss Character Traits

- Create symbols for common trait words.
 - Distribute and display Character Trait Reference.
 - **Let's take a look at this Character Trait Reference sheet. You will notice that the character traits are separated into categories: Mad, Sad, Scared, Happy, Peaceful, and Powerful.**
 - **What I want to do is create symbols that can help us quickly and easily determine what these categories mean. For example, we could draw a face with a furrowed brow and a jagged mouth to represent Mad.** Model for the students and have them draw the symbol on their handout.
 - **You'll notice that the Mad category is then split into Angry, Distant, Critical, and Hateful. I want to create symbols for each of these, too. They need to be different from the Mad symbol and convey the feeling of the trait word.** Model drawing symbols for each of these four traits and have students do the same on their handouts.
 - **Now it's your turn. For each of the trait categories, create a symbol that describes that main trait. Then choose one of the traits in each subcategory and draw a symbol for the trait. I'll ask for volunteers after to share their symbols with the class.** Allow students time to complete this task.
 - Have volunteers come to the board to share their symbols. Instruct the class to guess which trait the symbol belongs to and let the volunteer give feedback.
- Read and identify character traits in short passages.
 - Distribute Examining Character Traits (S-1). Display Scenario #1 of Examining Character Traits (T-1).
 - **Let's look at the first scenario on your handout.** Read the scenario.

Modify

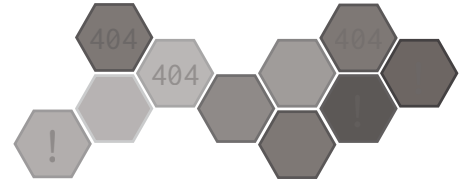
Instead of describing character traits, display pictures.

Before looking at the written scenarios, try looking at comic strips, photos, and other visuals that can show characterization.

Modify

Offer answer choices instead of free response.

For example, is the character smart, funny, or mean?



LEVEL 1 - Characterization

GUIDE: Discuss Character Traits (cont.)

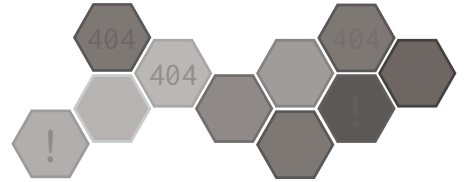
- **Now we're going to pick a character trait that describes Javier. Use your Character Trait Reference sheet if you are stuck.** Allow students time to respond with traits.
 - Suggested Response: **Based on this passage, we can tell that Javier is hardworking.**
- Model writing in the chosen trait and instruct students to do the same on their copy.
- **What words in the passage show us or tell us that Javier has that trait?** Give students time to respond.
 - Suggested Response: **Javier put a lot of effort into the science fair project, even though he had to take care of his sister and do other homework. The passage also states that the project looked like he'd spent weeks working on it. That shows that he is hardworking.**
- Highlight or underline relevant evidence provided by the students on your displayed copy. Instruct students to do the same on their copy.

MONITOR: Identify Character Traits

- **You are going to finish the other three scenarios on the Examining Character Traits handout on your own. Remember to identify the character trait and write it in the blank. Then highlight or underline the words from the passage that show the trait you chose.** Allow students time to work through the remainder of the handout independently.

Modify

Reduce the number of scenarios students must complete or provide an answer choice blank.



Character Trait Reference Name: _____ Date: _____

Mad	Angry	Jealous
		Selfish
		Rude
	Distant	Withdrawn
		Insecure
		Suspicious
	Critical	Bossy
		Skeptical
		Sarcastic
	Hateful	Hostile
		Aggressive
		Resentful

Sad	Lonely	Isolated
		Heartbroken
		Shy
	Depressed	Gloomy
		Hopeless
		Sorrowful
	Guilty	Ashamed
		Dishonest
		Remorseful
	Miserable	Glum
		Unhappy
		Moody

Scared	Anxious	Worried
		Overwhelmed
		Insecure
	Fearful	Terrified
		Frightened
		Uneasy
	Confused	Foolish
		Discouraged
		Bewildered
	Weak	Submissive
		Helpless
		Hesitant

Happy	Joyful	Excited
		Delightful
		Cheerful
	Optimistic	Hopeful
		Open
		Inspired
	Playful	Daring
		Funny
		Whimsical
	Loving	Caring
		Compassionate
		Faithful

Peaceful	Calm	Serene
		Quiet
		Trustworthy
	Content	Humble
		Responsible
		Relaxed
	Thoughtful	Sentimental
		Patient
		Respectful
	Kind	Encouraging
		Polite
		Likable

Powerful	Proud	Respected
		Noble
		Dignified
	Energetic	Fascinating
		Eager
		Hardworking
	Strong	Commanding
		Imposing
		Secure
	Creative	Extravagant
		Trusting
		Intelligent



T-1: Examining Character Traits

1.

Javier won first place at the science fair for his solar-powered car. It was obvious from how detailed and organized his presentation was that he had spent several weeks working on the project. Even though he had to take care of his little sister and do other homework every night after school, he managed to plan, build, test, and write about his project.

2.

Clarence walked into school, her stomach in knots. She had a big presentation in her language arts class, and even though she had practiced what she would say, she was still intimidated by having an audience.

3.

After the boy accidentally ran into her, Rami whipped her head around and glared at him. She screamed, "Watch where you're going, idiot!" When the boy tried to apologize, she huffed and stormed off.

4.

Heriberto was the best soccer player on the team. He had the most goals for two seasons in a row, but he never let it go to his head. He was the first person to welcome new guys on the team and always had everyone's back in a pinch.



T-2: Examining Character Traits Key

Instructions: Read each scenario and identify the trait that best describes the main character. Write the trait in the blank and highlight/underline the words in the passage that support your answer.

1.

Javier won first place at the science fair for his solar-powered car. It was obvious from how detailed and organized his presentation was that he had spent several weeks working on the project. Even though he had to take care of his little sister and do other homework every night after school, he managed to plan, build, test, and write about his project.

Character Trait: Hardworking

2.

Clarence walked into school, her stomach in knots. She had a big presentation in her language arts class, and even though she had practiced what she would say, she was still intimidated by having an audience.

Character Trait: Anxious

3.

After the boy accidentally ran into her, Rami whipped her head around and glared at him. She screamed, "Watch where you're going, idiot!" When the boy tried to apologize, she huffed and stormed off.

Character Trait: Aggressive

4.

Heriberto was the best soccer player on the team. He had the most goals for two seasons in a row, but he never let it go to his head. He was the first person to welcome new guys on the team and always had everyone's back in a pinch.

Character Trait: Humble



S-1: Examining Character Traits

Name: _____ Date: _____

Instructions: Read each scenario and identify the trait that best describes the main character. Write the trait in the blank and highlight/underline the words in the passage that support your answer.

1.

Javier won first place at the science fair for his solar-powered car. It was obvious from how detailed and organized his presentation was that he had spent several weeks working on the project. Even though he had to take care of his little sister and do other homework every night after school, he managed to plan, build, test, and write about his project.

Character Trait: _____

2.

Clarence walked into school, her stomach in knots. She had a big presentation in her language arts class, and even though she had practiced what she would say, she was still intimidated by having an audience.

Character Trait: _____

3.

After the boy accidentally ran into her, Rami whipped her head around and glared at him. She screamed, "Watch where you're going, idiot!" When the boy tried to apologize, she huffed and stormed off.

Character Trait: _____

4.

Heriberto was the best soccer player on the team. He had the most goals for two seasons in a row, but he never let it go to his head. He was the first person to welcome new guys on the team and always had everyone's back in a pinch.

Character Trait: _____



LEVEL 1 - Characterization

Learning Target: differentiate between direct and indirect characterization

ENTRY POINT 1: Exploring Direct and Indirect Characterization

30 mins.

Note: Words in bold are said aloud by the teacher.

TEACH: Explain Direct and Indirect Characterization

- **Characterization is how an author shows the personality and attitude of a character to the reader. Understanding characters is fundamental not only to enjoying a story, but to recognizing the theme of a story. Characters' values, beliefs, qualities, behaviors, and motivations influence the events and the resolution of the conflict in stories.**
- Distribute Direct vs. Indirect Characterization (S-2). Display Direct vs. Indirect Characterization (T-3). Keep the information on your display hidden and reveal the sections as you discuss. **Authors use two methods to reveal a character's personality.**
- Reveal Direct Characterization definition. **The first is *direct characterization*. This is when an author tells you explicitly about the character's personality.** Instruct students to highlight or underline the keywords in the definition on their handout.
- **For example, if the author writes "Rick was a stubborn young man," we know his personality with no additional thinking.** Reveal this example. Instruct students to copy the example onto their page.
- **The second method is called *indirect characterization*.** Reveal the Indirect Characterization column and definition, but continue to keep the example hidden. **This is when the author gives you clues about what kind of personality the character has. You must use those clues and your own knowledge to make an inference.** Instruct students to highlight the keywords in the definition on their page.
- **Let's say the author writes "Rick refused to do as his mother asked, even though she was polite and nice to him."** Reveal the example. Instruct students to copy the example onto their page.
- **Rick is still being stubborn, but how do we know? Which words in the sentence give us clues about his personality?** Instruct students to underline the clues they see in that sentence.
 - Suggested Response: **Rick won't do what his mom asks. Someone who isn't stubborn would probably do as they were asked if asked nicely.**

GUIDE: Discuss Characterization Scenarios

- Display Examining Character Traits (T-1) from the previous section.
- **Let's look back at that first scenario again.** Have students follow along with you. **How did you know that Javier was hardworking? Did the author tell you or did you make an inference?** Discuss. Repeat this process as many times as needed. You may discuss only one scenario or all four.

MONITOR: Create Personal Definitions of Direct and Indirect Characterization

- **Now that we have looked at examples and talked about the difference between direct and indirect characterization, you will create your own definition for each of these terms.**
- **Your definitions have to get across the same idea about direct and indirect characterization as mine do, but you can use whatever language or symbols or drawings work best for you.** Allow students time to complete this activity.



LEVEL 1 - Characterization

GUIDE: Distinguish Between Direct and Indirect Characterization

- **Now we're going to practice distinguishing between direct and indirect characterization. I am going to display examples of characterization on the board.**
- Display and read example #1 from Examples of Direct and Indirect Characterization (T-4). **This example says exactly what type of personality the character has, so it is *direct characterization*.** Instruct students to write the number corresponding to this example in the Direct Characterization column on their T-Chart.
- Display Example #2. Read the example. **This example only gives us clues about the character's personality, so it is *indirect characterization*.** Instruct students to write the number corresponding to this example in the Indirect Characterization column.

Modify
Make a class-set of MANIPULATIVES (T-5) instead of projecting to add a kinesthetic element.
OR
Make a copy of the manipulative page for each student and have them cut and paste the examples in the proper column.

MONITOR: Practice Independently

- Display Examples 3-10 from Examples of Direct and Indirect Characterization (T-4). Allow students time to write the corresponding number in the Direct or Indirect Characterization column on their handout.



T-1: Examining Character Traits

1.

Javier won first place at the science fair for his solar-powered car. It was obvious from how detailed and organized his presentation was that he had spent several weeks working on the project. Even though he had to take care of his little sister and do other homework every night after school, he managed to plan, build, test, and write about his project.

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Clarence walked into school, her stomach in knots. She had a big presentation in her language arts class, and even though she had practiced what she would say, she was still intimidated by having an audience.

3.

After the boy accidentally ran into her, Rami whipped her head around and glared at him. She screamed, "Watch where you're going, idiot!" When the boy tried to apologize, she huffed and stormed off.

4.

Heriberto was the best soccer player on the team. He had the most goals for two seasons in a row, but he never let it go to his head. He was the first person to welcome new guys on the team and always had everyone's back in a pinch.



T-3: Direct vs. Indirect Characterization T-Chart

DIRECT CHARACTERIZATION	INDIRECT CHARACTERIZATION
<p>Definition: When the <u>author tells you</u> about the character's personality and attitude <u>directly</u>.</p> <p>My Definition: _____</p> <p>_____</p>	<p>Definition: When the <u>author gives you clues</u> in the text that you use <u>to draw conclusions</u> about the personality and attitude of the character.</p> <p>My Definition: _____</p> <p>_____</p>
<p>Example: Rick was a <u>stubborn</u> young man.</p>	<p>Example: Rick refused to do as his mother asked, even though she was polite and nice to him.</p>

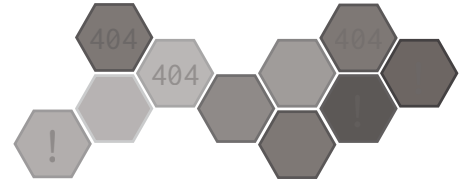


T-4: Examples of Direct and Indirect Characterization

1. Sam was a foolish man who was always getting himself into trouble.
2. Victor shivered and moved quickly away from the devilish beast in the center of the room.
3. Kesha said, "I believe in you. You can do anything you put your mind to!"
4. Judge Hong was a dignified older man. He had always made fair and honest decisions in court.
5. Nadia wore a shimmery pair of fairy wings with every outfit, and her hair was always braided with flowers.
6. Robert looked out at the crowd and thought, "I wish Delia were here. I miss her."
7. Gina rudely snatched the last piece of candy from the bowl on the table, even though she had already had five pieces.
8. Thunder boomed outside, causing Mary to jump and hide further under the blanket.
9. When Sergeant Marquez entered the room, everyone fell silent. They all waited to hear what she had to tell them.
10. Uriel brought Ashley her favorite drink. He knew that she'd had a bad morning, and he wanted to make her day better in any way he could.

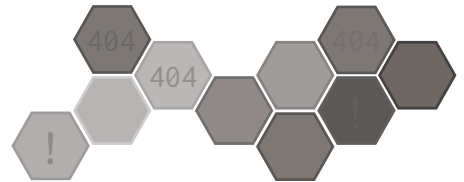
Key

- | | |
|-----------------------|-----------------------|
| 1. Direct – Foolish | 6. Direct – Foolish |
| 2. Indirect (Action) | 7. Indirect (Action) |
| 3. Indirect (Words) | 8. Indirect (Words) |
| 4. Direct – Dignified | 9. Direct – Dignified |
| 5. Indirect (Looks) | 10. Indirect (Looks) |



T-5: Direct and Indirect Characterization Manipulative Set

1. Sam was a foolish man who was always getting himself into trouble.	2. Victor shivered and moved quickly away from the devilish beast in the center of the room.
3. Kesha said, "I believe in you. You can do anything you put your mind to!"	4. Judge Hong was a dignified older man. He had always made fair and honest decisions in court.
5. Nadia wore a shimmery pair of fairy wings with every outfit, and her hair was always braided with flowers.	6. Robert looked out at the crowd and thought, "I wish Delia were here. I miss her."
7. Gina rudely snatched the last piece of candy from the bowl on the table, even though she had already had five pieces.	8. Thunder boomed outside, causing Mary to jump and hide further under the blanket.
9. When Sergeant Marquez entered the room, everyone fell silent. They all waited to hear what she had to tell them.	10. Uriel brought Ashley her favorite drink. He knew that she'd had a bad morning, and he wanted to make her day better in any way he could.



S-2: Direct vs. Indirect Characterization T-Chart

Name: _____ Date: _____

DIRECT CHARACTERIZATION

INDIRECT CHARACTERIZATION

Definition: When the author tells you about the character's personality and attitude directly.

Definition: When the author gives you clues in the text that you use to draw conclusions about the personality and attitude of the character.

My Definition: _____

My Definition: _____

Example: _____

Example: _____



LEVEL 1 - Characterization

Learning Target: analyze indirect characterization using the WALTER acronym

ENTRY POINT 2: Analyzing Indirect Characterization

30-40 mins.

Note: Words in bold are said aloud by the teacher.

TEACH: Introduce WALTER Acronym

- **Remember that there are two types of characterization: direct and indirect. Direct is when the author tells you something about the character's personality. Indirect is when the author gives you clues about the character's personality. There are six forms of indirect characterization, and you can think of WALTER to remember them. You can also think of these different forms as being internal or external responses from the character.** Distribute WALTER Notes (S-3). Display WALTER Notes (T-6) Cover the right half of your displayed copy for now.
- **WALTER is an acronym that stands for words, actions, looks, thoughts, effect on others, and responses. Let's take a closer look at each part of WALTER.**
- Instruct students to fill in the first column of blanks on their page while you move through each letter of WALTER.
 - **WORDS (external) – What a character says and how he or she says it gives the reader a hint about that character's personality.**
 - **ACTIONS (external) – The way a character behaves gives the reader an understanding beyond a character's words.**
 - **LOOKS (external) – Appearance can reveal character traits. A trademark outfit or a unique physical feature can be an important part of a character's identity.**
 - **THOUGHTS (internal) – When an author lets the reader inside a character's head, it shows the way that character thinks and what that character is feeling.**
 - **EFFECTS ON OTHERS (external) – The way others behave around a character reveals something about them all.**
 - **RESPONSES (external) – A character's reaction to other people and situations conveys a lot about his or her personality.**
- **Look at these examples of indirect characterization.** Display WALTER Notes Examples (T-8).
- Read each example. **Is this an example using words, actions, looks, thoughts, effects on others, or responses?** Repeat this for each example. Instruct students to write the number of the example in the correct column of their page.
- **Now that we have looked at examples and discussed each form of indirect characterization, I want to create symbols to help remember WALTER.**
- **For example, W stands for words. So my symbol could be a speech bubble.** Draw a speech bubble in the column beside W.
- **Go ahead and create your own symbols for each letter of WALTER. Keep them simple and easy to draw.** Allow students time to complete this exercise. Give students a chance to volunteer their symbols by drawing them on the board.

Modify

Reduce the number of scenarios students must complete or provide an answer choice blank.



LEVEL 1 - Characterization

GUIDE: Annotate for WALTER

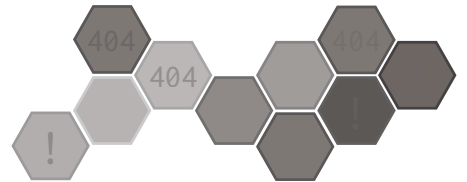
- Display WALTER Practice (S-4), keeping everything below the passage hidden. You can reference WALTER Practice (T-9) to find the correct annotation for this exercise.
- **It's time to put your new skills to use.** Distribute WALTER Practice (S-4).
- Read the passage out loud. **Before we look for indirect characterization, is there any direct characterization in this passage?** Allow students to give answers. Underline the direct characterization and instruct your students to do the same. Discuss.
- **Now, let's examine this passage for indirect characterization. Remember, we are looking for clues that lead us to make an inference about the character's personality or traits.**
- **I am going to reread the passage. While I do, use the letters or symbols that you created for WALTER to annotate where you see indirect characterization.** Reread the passage. Allow students a few minutes to complete this activity after you've finished reading. Monitor their progress.
- **Okay, so where is one example of WALTER? Give me the sentence and the type.** Allow students to volunteer what they found. Show them the correct answers and discuss.
- **It is important to keep in mind that WALTER is a tool, not the goal. Our goal is to understand the characters better, and to do that we must make inferences about their personalities and traits.** Read the first indirect characterization statement from the passage. **With this statement, what can we infer about the character?** Allow students time to respond. Discuss.
 - Suggested Response: **We were able to figure out that Tasha is calm because of the actions she takes in the passage. For example, even though her sister is yelling at her, she doesn't get upset or scared.**
 - Instruct students to write their answer on their handout.
- **Go ahead and do the same thing for Evie in this passage and write your answers on your handout.**

Modify

To reinforce understanding, use the same manipulative set from before and have students sort it using WALTER!

MONITOR: Practice Independently





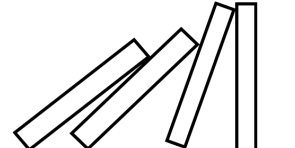
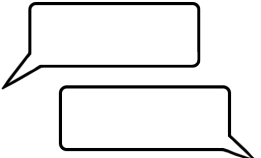
- **We have learned that characterization is used by authors to help us better understand the characters we read about. We have also learned that we can use the acronym WALTER to help us analyze indirect characterization.**
- **You are going to read another passage. As you read, underline direct characterization and use WALTER symbols or letters to note indirect characterization like we did before. You will then determine the character traits of both characters. Support your answers using evidence from the passage.**



T-6: WALTER Notes

Indirect Form	Symbol	Definition	Example
Words		What does the character <u>say</u> and <u>how</u> does he or she <u>say</u> it?	
Actions		What do the <u>actions</u> that the character takes show me about him or her?	
Looks		What does the <u>appearance</u> of the character tell me about him or her?	
Thoughts		What does the way that the character <u>thinks</u> tell me about him or her?	
Effect on others		What does the way that others <u>respond</u> or <u>treat</u> the character tell me about him or her?	
Responses		What does the way that the character <u>responds</u> to different types of situations tell me about him or her?	

T-7: WALTER Notes Key

Indirect Form	Symbol	Definition	Example
Words		What does the character <u>say</u> and <u>how</u> does he or she <u>say</u> it?	2
Actions		What do the <u>actions</u> that the character takes show me about him or her?	1
Looks		What does the <u>appearance</u> of the character tell me about him or her?	4
Thoughts		What does the way that the character <u>thinks</u> tell me about him or her?	3
Effect on others		What does the way that others <u>respond</u> or <u>treat</u> the character tell me about him or her?	5
Responses		What does the way that the character <u>responds</u> to different types of situations tell me about him or her?	6



T-8: WALTER Notes Examples

1. Without a second thought, the firefighter ran into the burning building to save the child.
2. She said, "I . . . I'm sure there is some m-mistake!"
3. Jared thought, I bet that I can convince this sucker to give me his bike.
4. Yolanda had sticks and leaves in her wild hair and clothes with rips and tears in them.
5. The girl looked up at Briana like she was the most amazing person alive.
6. Even though the man was rude, Eddie didn't say anything to him.



T-9: WALTER Practice 1

Tasha rolled down the sidewalk from her apartment on her sister Evie's skateboard. Her mind was on the summer day ahead and all that she could possibly do. **Tasha had always been easygoing,^D** and she was leisurely gliding around when she heard a door slam.

"Tasha!" Evie yelled loud enough to echo off the surrounding buildings. "Stop right there, right now!"

Tasha stopped, her eyes calm. **She flipped the board up under her arm and waited patiently^A** while Evie ran to her.

"You're . . . taking . . . my skateboard . . . again!" Evie sputtered as she stopped in front of Tasha. "That is so wrong!"

"I don't know what the big deal is," Tasha said. "You weren't using it."

Evie was frustrated.^D "Not the point! You take things without asking, Tasha, and I'm sick of it!"

"Well, were you going to use your skateboard today?" Tasha asked.

"Again, not the point!" **Evie shifted from one foot to the next to relieve some of the aggravation building inside her.^A**

"I kind of feel that it is." **Tasha slouched against the board.^A**

Evie looked at Tasha with seriousness. "All right Tasha, I need to be straight with you. When you take my things without asking, I feel that you are being disrespectful to me. It's not about me using that thing at the time or wanting to use it later. It's about you not caring enough about me to let me know where my stuff is. If you try asking to borrow my stuff, you'll see that I'm usually cool with it. I just want to feel that you respect me enough to know that I don't like when my things are missing."^W

Tasha paused a moment, understanding for the first time.^E "You know, now that you put it that way, Evie, I understand why you have been so frustrated with me," she said. "I do respect you. I did not know that my taking your stuff made you feel like that. Here's your board. I will always remember: 'Don't take Evie's stuff without asking!'"^R Tasha smiled and handed Evie her skateboard, and the sisters continued to talk as they walked down the sidewalk together.

D: Direct Characterization

W: Indirect Characterization – WORDS

A: Indirect Characterization – ACTIONS

E: Indirect Characterization – EFFECT ON OTHERS

R: Indirect Characterization – RESPONSE



T-9: WALTER Practice 2

Looking at his phone, **Kevin sighed**.^A He was waiting for a text message back from his project partner, Ben.

Why is Ben so slow to do everything?^T Kevin thought. *He barely got any of our project done during class time, and now he can't even return a text on the weekend. I just want this project done so we can turn it in on time. Personally, I'd even like to turn it in early so I can stop worrying about it. But it looks like that's never going to happen. Ugh!*^T

A few hours later, Kevin's phone alerted him to a text from Ben. "Finally!" he muttered. He looked at the message and knew he had to get a ride to Ben's house.

A short time later, Kevin and Ben sat on the floor of Ben's room with poster board, computer printouts, and construction paper everywhere.

Kevin was working silently and swiftly. He was reading the printouts and cutting and pasting paper to the poster board^A **with complete concentration on his face**.^L

Ben was sitting next to Kevin, not sure what to do. He broke the silence. "Kev, sorry I am so behind on our project."

"Why didn't you even get started on anything?" **Kevin looked at Ben, his brow knitted with stress**.^L

"I don't know. You were pretty intense when we were printing out those documents in class".^W It seemed like you wanted to do everything yourself," Ben said.

Kevin's brow relaxed as he continued to listen to Ben.

"I admit, I got kind of lazy",^W Ben said, "and I figured it would be okay to let you handle everything."

Kevin put down the paper he was holding and took a deep breath. **He thought about how controlling he had been since the project was assigned**.^T Maybe he needed to work with Ben differently. **"Ben, you're right"**.^R I have been feeling that I need to do everything. But actually, I really want your help. What can I do to help you get started?"

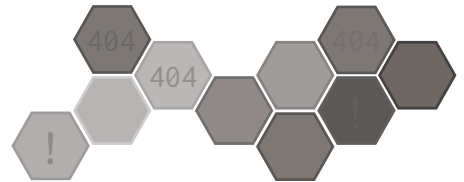
W: Indirect Characterization – **WORDS**

A: Indirect Characterization – **ACTIONS**

L: Indirect Characterization – **LOOKS**

T: Indirect Characterization – **THOUGHTS**

R: Indirect Characterization – **RESPONSE**



S-3: WALTER Notes

Indirect Form	Symbol	Definition	Example
W _____		What does the character _____ and _____ does he or she _____ it?	
A _____		What do the _____ that the character takes tell me about him or her?	
L _____		What does the _____ of the character tell me about him or her?	
T _____		What does the way that the character _____ tell me about him or her?	
E _____		What does the way that others _____ or _____ the character tell me about him or her?	
R _____		What does the way that the character _____ to different types of situations tell me about him or her?	



S-4: WALTER Practice 1

Name: _____ Date: _____

Tasha rolled down the sidewalk from her apartment on her sister Evie’s skateboard. Her mind was on the summer day ahead and all that she could possibly do. Tasha had always been easygoing, and she was leisurely gliding around when she heard a door slam.

“Tasha!” Evie yelled loud enough to echo off the surrounding buildings. “Stop right there, right now!”

Tasha stopped, her eyes calm. She flipped the board up under her arm and waited patiently while Evie ran to her.

“You’re . . . taking . . . my skateboard . . . again!” Evie sputtered as she stopped in front of Tasha. “That is so wrong!”

“I don’t know what the big deal is,” Tasha said. “You weren’t using it.”

Evie was frustrated. “Not the point! You take things without asking, Tasha, and I’m sick of it!”

“Well, were you going to use your skateboard today?” Tasha asked.

“Again, not the point!” Evie shifted from one foot to the next to relieve some of the aggravation building inside her.

“I kind of feel that it is.” Tasha slouched against the board.

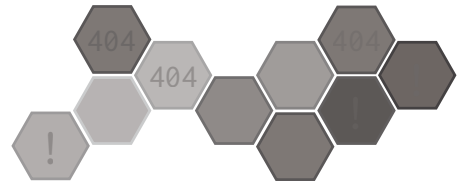
Evie looked at Tasha with seriousness. “All right Tasha, I need to be straight with you. When you take my things without asking, I feel that you are being disrespectful to me. It’s not about me using that thing at the time or wanting to use it later. It’s about you not caring enough about me to let me know where my stuff is. If you try asking to borrow my stuff, you’ll see that I’m usually cool with it. I just want to feel that you respect me enough to know that I don’t like when my things are missing.”

Tasha paused a moment, understanding for the first time. “You know, now that you put it that way, Evie, I understand why you have been so frustrated with me,” she said. “I do respect you. I did not know that my taking your stuff made you feel like that. Here’s your board. I will always remember: ‘Don’t take Evie’s stuff without asking!’” Tasha smiled and handed Evie her skateboard, and the sisters continued to talk as they walked down the sidewalk together.

1. What character trait best describes Tasha? Use evidence from the text to support your answer.

2. What character trait best describes Evie? Use evidence from the text to support your answer.

3. How do Tasha’s behavior, motivations, and/or beliefs influence the resolution of the conflict in the story? Use evidence from the text to support your answer.



S-4: WALTER Practice 2

Name: _____ Date: _____

Looking at his phone, Kevin sighed. He was waiting for a text message back from his project partner, Ben.

Why is Ben so slow to do everything? Kevin thought. He barely got any of our project done during class time, and now he can't even return a text on the weekend. I just want this project done so we can turn it in on time. Personally, I'd even like to turn it in early so I can stop worrying about it. But it looks like that's never going to happen. Ugh!

A few hours later, Kevin's phone alerted him to a text from Ben. "Finally!" he muttered. He looked at the message and knew he had to get a ride to Ben's house.

A short time later, Kevin and Ben sat on the floor of Ben's room with poster board, computer printouts, and construction paper everywhere.

Kevin was working silently and swiftly. He was reading the printouts and cutting and pasting paper to the poster board with complete concentration on his face.

Ben was sitting next to Kevin, not sure what to do. He broke the silence. "Kev, sorry I am so behind on our project."

"Why didn't you even get started on anything?" Kevin looked at Ben, his brow knitted with stress.

"I don't know. You were pretty intense when we were printing out those documents in class. It seemed like you wanted to do everything yourself," Ben said.

Kevin's brow relaxed as he continued to listen to Ben.

"I admit, I got kind of lazy," Ben said, "and I figured it would be okay to let you handle everything."

Kevin put down the paper he was holding and took a deep breath. He thought about how controlling he had been since the project was assigned. Maybe he needed to work with Ben differently. "Ben, you're right. I have been feeling that I need to do everything. But actually, I really want your help. What can I do to help you get started?"

1. What character trait best describes Kevin? Use evidence from the text to support your answer.

2. What character trait best describes Ben? Use evidence from the text to support your answer.

3. How do Ben's behavior, motivations, and/or beliefs influence the resolution of the conflict in the story? Use evidence from the text to support your answer.

LEVEL 1 - Characterization

NEXLEVEL: Extending the Lesson



Gamify

- Have students create a card for each letter of WALTER. This could be done in groups of any size or individually.
- Teacher will read/display short examples of indirect characterization (this could be done with the examples provided).
- The students will hold up the correct letter of WALTER for the example and earn points for guessing correctly.



Perform

- Split the class into 6 or 7 groups. Assign each group one letter of WALTER (if you have 7 groups, one will be assigned direct characterization).
- Students will work as a group to write a skit, song, or other creative performance that explains or teaches their assigned letter.
- Have students perform for the class when they are finished.



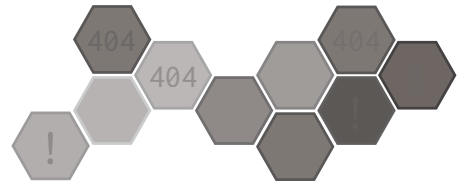
Write

- Have students create a character (or write about themselves). They will decide on one major character trait for this person and use WALTER and direct characterization to write about this character.
- The length could vary from a long passage to a sentence or two. Teachers should determine what works best for their students.
- Optional: Turn the final results into a game. Have students read what they came up with while the group works together to figure out the character trait, type of characterization, and/or which part of WALTER is being used.



Research

- Have students pick a favorite fictional character to research.
- They complete an internet scavenger hunt to find examples of characterization for their chosen fictional character. They must find one example for each letter of WALTER and an example of Direct Characterization.
- Give students the option of presenting this information visually and orally to the class.



Student-Led Discussion Rubric

All good discussions require students to be active listeners, articulate their arguments, and productively exchange with their peers.

	5 points Highly Effective	3 points Effective	1 point Developing	0 points Weak
Active Listening	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently summarizes what others say <input type="checkbox"/> Often asks clarifying questions that build on others' ideas <input type="checkbox"/> Always responds appropriately by making thoughtful comments 	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes summarizes what others say <input type="checkbox"/> Sometimes asks clarifying questions that may or may not build on others' ideas <input type="checkbox"/> Usually appropriately by making comments 	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely summarizes what others say <input type="checkbox"/> Rarely asks clarifying questions <input type="checkbox"/> Rarely responds appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to meet criteria
Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently uses clear communication <input type="checkbox"/> Expertly gives and/or follows oral instructions that include multiple steps to perform a task, answer a question, or solve a problem (when applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes uses clear communication <input type="checkbox"/> Adequately gives and/or follows oral instructions that include multiple steps to perform a task, answer a question, or solve a problem (when applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely uses clear communication <input type="checkbox"/> Rarely gives and/or follows oral instructions that include multiple steps to perform a task, answer a question, or solve a problem (when applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to meet criteria
Participation	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently asks for and considers suggestions from other group members <input type="checkbox"/> Consistently takes notes during the discussion <input type="checkbox"/> Thoughtfully identifies points of agreement and/or disagreement among group members 	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes asks for and considers suggestions from other group members <input type="checkbox"/> Sometimes takes notes during the discussion <input type="checkbox"/> Identifies points of agreement and/or disagreement among group member 	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely asks for and considers suggestions from other group members <input type="checkbox"/> Rarely takes notes during the discussion <input type="checkbox"/> Sometimes identifies points of agreement and/or disagreement among group members 	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to meet criteria
Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently engages in meaningful discourse <input type="checkbox"/> Consistently provides constructive feedback to group members <input type="checkbox"/> Consistently accepts and incorporates constructive feedback from group members 	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes engages in meaningful discourse <input type="checkbox"/> Sometimes provides constructive feedback to group members <input type="checkbox"/> Sometimes accepts and incorporates constructive feedback from group members 	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely engages in meaningful discourse <input type="checkbox"/> Rarely provides constructive feedback to group members <input type="checkbox"/> Rarely accepts and incorporates constructive feedback from group members 	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to meet criteria

Total Score:

% Grade (Total Score × 5):

Comments:

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