

CONTROVERSIAL CHARACTER

Performance Standard 4B.G

In groups of three to five, students will analyze a controversial character from a selection read this year, and will present as a group their analysis of that controversial character accordingly:

- *Presenting the Character:* prepare for participation; contribute relevant information; use proper discussion techniques.
- *Presenting content:* reach consensus on points; provide rationale for each point (e.g., likeable/dislikeable character, helpful/harmful character, how character relates to real life experience, rationale for character); use discussion techniques.

Procedures

1. *In order to speak effectively using language appropriate to the situation and audience (4B)*, students should experience sufficient learning opportunities to develop the following:
 - Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.
 - Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).
 - Use language that is clear, audible, and appropriate.
 - Use appropriate grammar, word choice, and pacing.
 - Prepare and practice a presentation to fit within a given time limit.
 - Use notes, outlines and visual aids.
 - Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful, and engaged responses, appropriately aligned vocabulary, appropriate rate and volume).
 - Identify and use discussion techniques to arrive at a consensus of opinion.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student should be familiar with and have practiced character analysis.
4. Students will be randomly assigned to a group.
5. Each group will select a controversial character from a selection read this year.
6. In preparation for the group discussion, each student should independently analyze the character rationale for each of the following:
 - likeable/dislikeable character
 - helpful/harmful character
 - how character relates to real life experiences
6. Using group discussion techniques, each group will present an 8 – 10 minute discussion of the controversial character, striving to reach consensus.
7. Individual notes are to be submitted in hard copy.
8. Each student will submit all notes to the teacher following the discussion.
9. Each student will be assessed individually and as a member of a group.
10. Each student will receive two scores (to be combined):
 - Student segment
 - Group consensus
9. As each student delivers his/her portion of the presentation, score his/her preparation and performance using the rubric. As each group strives to reach consensus, score the group as a whole on their use of discussion skills. Add each student's scores to determine the performance level.

Examples of Student Work follow

Resources

- Copy of literature selection
- Writing materials/note cards
- Controversial Character Rubric

Time Requirements

- Two class periods

ASSESSMENT 4B.G

CONTROVERSIAL CHARACTER

NAME _____ DATE _____

- Exceeds 8 total points
- Meets 6 – 7 total points
- Approaches 3 - 5 total points
- Begins 2 total points

	Student Segment: Content and Presentation of the Character	Group Consensus: Presentation of Content
4	<ul style="list-style-type: none"> • Student is fully prepared to participate. • The student consistently contributes relevant information. • Student consistently uses proper discussion techniques. 	<ul style="list-style-type: none"> • Group consistently reaches consensus on all points and provides rationale for each <ul style="list-style-type: none"> ○ likeable/dislikeable character ○ helpful/harmful character ○ how character relates to real life experience ○ rationale for character • Group consistently uses effective discussion techniques.
3	<ul style="list-style-type: none"> • Student is adequately prepared to participate. • The student usually contributes relevant information. • Student usually uses proper discussion techniques. 	<ul style="list-style-type: none"> • Group usually reaches consensus on all points and provides rationale for each <ul style="list-style-type: none"> ○ likeable/dislikeable character ○ helpful/harmful character ○ how character relates to real life experience ○ rationale for character • Group usually uses effective discussion techniques.
2	<ul style="list-style-type: none"> • Student is somewhat prepared to participate. • The student occasionally contributes relevant information. • Student occasionally uses proper discussion techniques. 	<ul style="list-style-type: none"> • Group occasionally reaches consensus on all points and provides rationale for each <ul style="list-style-type: none"> ○ likeable/dislikeable character ○ helpful/harmful character ○ how character relates to real life experience ○ rationale for character • Group occasionally uses effective discussion techniques.
1	<ul style="list-style-type: none"> • Student is not prepared to participate. • The student seldom/never contributes relevant information. • Student seldom/never uses proper discussion techniques. 	<ul style="list-style-type: none"> • Group seldom/never reaches consensus on all points and provides rationale for each <ul style="list-style-type: none"> ○ likeable/dislikeable character ○ helpful/harmful character ○ how character relates to real life experience ○ rationale for character • Group seldom/never uses effective discussion techniques.
Score		

Notes

I dislike Phil because, he lie's to his parent about his grades. To the state about Mrs. Nerwin. He is a jerk he is mean to people that try to be his friend. I think he was self absorbed because all he cares about is himself & running. He doesn't care about school or his grades, he think that he should just get good grades and not have to work hard.

→ I also think his is harmful because he made his parents look stupid. Because they belived his lie's and acted on them. But they were wrong know everyone know how stupid and wrong they were. He make people turn against Mrs. Nerwin she loess her respect from people all over her community. The school also loess alot because what parents would want to send the children to a school that won't let them practice patriotism. He hurt people by lying. He hurts Mrs. Nerwin because she belived in him and she thought he was bright. No matter how or when he lied he always hurt someone no matter how he surger coated it. he just dug himself a deeper hole.

I think that this book can be used in really insides.

- Because I know a lot of people that don't care about their grade of futer. Some people ^{think} that lying helps them look better, but in the end it most them look stupid and loess others trust. I know from my own exsperace that parents can be pushy or controlling but they only want the best for us. They only want us to do are best in life.
- I also think phil is very selfish.
- He just wants to run and he doesn't care who he hurts to be able to run.

"Exceeds"

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