

Character Biography

This lesson is an after-reading activity in which students can develop their skills in character analysis. The lesson plan in Exhibit 4.2 shows how to create a character biography.

Exhibit 4.2 Character Biography Lesson Plan

After-Reading Activity	Character Biography
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Objective	To develop students' skills in character analysis and also develop students' writing process skills
Materials	Character questionnaire
Time	40–50 minutes

Procedure	
Step 1	In a large-group discussion, brainstorm with students the questions they might like to ask the characters in a text that they have just completed. Record the students' questions on an overhead transparency or poster paper. The character questionnaire included with this lesson was developed by students in Katie's high school classes.
Step 2	Assign students to pairs that will examine the same character. One student will play the interviewer and the other student will respond to the questions acting as the character from the selected text.
Step 3	The paired students will complete the questionnaire.
Step 4	Once the students have completed the character questionnaire, they can go into larger groups that examine the same character. The students can share their responses with their classmates and write a character biography story.

Exhibit 4.2 (Continued)

After-Reading Activity	Character Biography
IRA/NCTE Standards	<ol style="list-style-type: none"><li data-bbox="451 394 1144 577">1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.<li data-bbox="451 604 1144 693">2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.<li data-bbox="451 714 1144 892">3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).