

Character Book Bag

As with the character questionnaire and character biography, the opportunity to think like a specific character encourages readers to delve more deeply into the text. Activities like the character book bag in Exhibit 4.3 prompt them to think about the character and text in specific terms. Through this outside-inside process students can develop a personal connection with and understanding of a character and text. As we mentioned in previous chapters, this intimate, personal, and emotional interaction with texts boosts a student's engagement and comprehension.

Character Book Bag: Handout

Name _____

Name of selected character _____

Directions: Indicate each artifact that you selected and explain

Why you selected the artifact

How it represents your character

Artifact 1	Artifact 2
Artifact 3	Artifact 4
Artifact 5	

Exhibit 4.3 Character Book Bag Lesson Plan

After-Reading Activity	Character Book Bag
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Objective	To make inferences about key characters through the text that was read and the selection of items to represent the character
Materials	Book bag and items that represent the character. The items for the book bag will differ for each student.
Time	20–30 minutes

Procedure

Step 1	The students should reflect on the characters from a recently read text. Prompt the students to picture the characters in their mind and what the characters might look like. The students should also be encouraged to consider what the character that they selected might carry around in a personal book bag. For example, in <i>Romeo and Juliet</i> , what would Juliet carry around in her book bag? Maybe she would carry a book of love poems or a personal journal.
Step 2	Instruct the students to select five items that they think would represent their selected character and place them in a bag to bring to class the next day. They should also complete the Handout that goes with this lesson.
Step 3	At the next class, the students can share their character book bags in small groups or with the entire class.

IRA/NCTE Standards	<p>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).</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>
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