

Grade 8 Term 2 Book Project

Meet Your Character - CHARACTER SKETCH

A character sketch is a *written analysis* of a character detailing physical characteristics, as well as personality traits. It is usually done by providing descriptive words, which will illustrate the character's traits (physical, personality, mental, emotional), and by giving examples (quotes) from the story which support each of those traits. When you write a character sketch, you want the reader to have a strong mental image of the person including how the person talks, acts and thinks.

The format of the character sketch is a four/five paragraph essay (don't let the word scare you!) which includes an introduction, physical description, actions and abilities, moods and feelings, and a conclusion.

Your Task: PART A: Use the following lay out to develop your character sketch. Each bullet should be its own paragraph written in this order. **Paragraphs should be 8-10 sentences long and include proper grammar, spelling, etc. and show evidence that work was revised.**

It is important to include proof from the story to support what you are writing in the character sketch. If you can't support it with something from the story, then it doesn't belong. Each paragraph must include a minimum of two direct quotes (with page numbers) to support your statements about the character. These should not just be stand-alone quotes, but should be integrated into your paragraph writing.

Introduction: This paragraph gives the name of the character (if given), the Title of the story or piece of literature or drama in which the character appears, and the name of the author. The paragraph should contain one or two general statements about the character.

Physical - Description: This paragraph provides the description of what the character looks like and, perhaps, dresses like. It usually includes those available details about age, height, weight, physical build, state of health and any distinguishing marks or conditions (scars, tattoos, etc.).

Actions & Abilities: These are traits which describe the things that the character does, or is capable of doing. They may be specific things or they may be abstract traits of the character. These are best illustrated by the use of examples from the text which show the character emulating that particular trait.

Moods, Feelings & Attitudes: These are personal reactions to various situations. This paragraph concentrates on the emotional makeup of the character. Again, specific examples from the story should be used to illustrate these emotional traits of the character.

Conclusion: The last paragraph provides a basic summary of the character. It may contain comments about the realism of the character, or how the character might act in real life. It might also incorporate the theme of the story and how the character illustrates that theme.

What a Character!

A character sketch informs you about the character in a story. When a writer “sketches” a character, he or she uses adjectives. Below are some examples of strong adjectives that you may want to include in your character sketch.

Adjectives to Describe a Person

<p style="text-align: center;">A</p> adventurous affectionate agreeable alert amazing amusing angelic apathetic apprehensive artistic assertive attentive average awesome <p style="text-align: center;">B</p> beautiful blunt brave bright brilliant <p style="text-align: center;">C</p> capable careful careless cautious charming childlike cheerful chic civil clean clever clumsy cold competent composed conceited confident confused conscientious considerate cool cool-headed cooperative courageous curious cynical	<p style="text-align: center;">D</p> dainty decisive deep deft delicate dependent delightful depressed devoted diligent direct disagreeable discerning disruptive distant distraught distrustful dramatic dull dutiful <p style="text-align: center;">E</p> eager easy-going efficient egotistical emotional energetic enthusiastic even-tempered excellent excitable experienced <p style="text-align: center;">F</p> fabulous fastidious fiery flashy friendly funny <p style="text-align: center;">G</p> generous gentle grouchy <p style="text-align: center;">H</p> hateful helpful hesitant	<p style="text-align: center;">I</p> illogical imaginative immature impatient imperturbable impetuous impractical impressionable impressive incompetent inconsiderate inconsistent independent industrious inexperienced insensitive inspiring intelligent interesting intolerant inventive irritable irritating <p style="text-align: center;">J</p> jocular jovial joyous judgmental <p style="text-align: center;">K</p> keen kind <p style="text-align: center;">L</p> lazy leery level-headed lively logical long-winded lovable <p style="text-align: center;">M</p> maternal mature mean mild miserable motivated musical	<p style="text-align: center;">N</p> naive nasty natural naughty negative nervous noisy normal nosy numb <p style="text-align: center;">O</p> obliging obnoxious old-fashioned one-sided orderly ostentatious outgoing outspoken <p style="text-align: center;">P</p> passionate passive paternal paternalistic patient peaceful pensive persevering persnickety petulant picky plain plain-speaking playful pleasant polite popular positive powerful practical prejudiced pretty proficient proud provocative prudent punctual	<p style="text-align: center;">Q</p> quarrelsome quick quick-tempered quiet <p style="text-align: center;">R</p> realistic reassuring reclusive reliable reluctant resentful resourceful respected respectful responsible restless ridiculous <p style="text-align: center;">S</p> sad sassy self-assured selfish sensible sensitive serious sharp short-tempered shy silly sincere sleep sloppy slow smart snazzy sneering snobby somber sober soulful spiteful stable strong sullen superficial suspicious sweet	<p style="text-align: center;">T</p> tactful tactless talented thinking thoughtful thoughtless timid tired tolerant touchy tranquil <p style="text-align: center;">U</p> unaffected unbalanced uncertain uncooperative undependable unemotional unpopular unreliable unstable unsure unwilling <p style="text-align: center;">V</p> venal versatile vigilant <p style="text-align: center;">W</p> warm warmhearted wary watchful weak well-behaved well-developed well-intentioned well-respected well-rounded willing wonderful <p style="text-align: center;">Y</p> volcanic vulnerable <p style="text-align: center;">Z</p> zealous
---	--	---	---	---	---

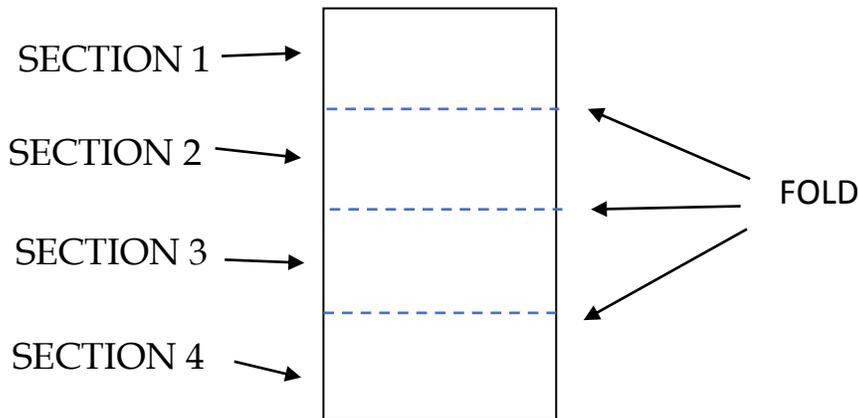
Writing a Character Sketch

Use the following brainstorm page to help you develop each paragraph.
Consider the following about your character:

Name:		Gender:		Age:	
Appearance:					
Physical Strengths:					
Physical Weaknesses:					
Emotional Strengths:					
Emotional Weaknesses:					
Likes:					
Dislikes:					
Feelings and behaviors towards other characters:					
Feelings of other characters towards the character:					
Feelings of character towards himself/herself:					
Personality at the beginning of the novel:					
Changes in personality as story progresses:					
Your opinion about the character:					

PART B: You will be creating an actual 'sketch' that goes along with your essay, but it will not be an artistic sketch that focusses on artistic abilities. This drawing is going to be symbolic of your characters thoughts, motivations, and actions and where they go. In order to do this, follow the steps below.

Step 1: Using a blank piece of regular sized paper, fold it into 4's length-wise. Your teacher will demonstrate this for you. You should end up with a piece of paper, that when unfolded, looks something like this:



Step 2: For each section, use the following information to draw each piece of a 'body' that will make up your character.

Section 1: Draw a head (including neck) that symbolically represents your characters THOUGHTS.

Section 2: Draw your characters mid-section (neck to waist) that symbolically represents their MOTIVATIONS (why do they behave the way that they do).

Section 3: Draw your characters legs (waist to ankles) that symbolically represents their ACTIONS.

Section 4: Draw your characters feet/shoes that symbolically represents the main SETTING that your character was part of.

Please refer to the exemplar which will further help with your understanding of this portion of the assignment.

Grade 8 Term 2 Book Project Rubric

	1 Does not meet acceptable standard	2 Approaching acceptable	3 Acceptable standard	4 Approaching Standard of Excellence	5 Standard of Excellence
Content and Organization X 4	<ul style="list-style-type: none"> -- purpose, whether stated or implied, is insubstantial -- ideas presented are overgeneralized and/or underdeveloped -- supporting details are irrelevant and/or scant -- writing is confusing and/or lacks validity -- no central impression is explained --no transitions are used -- the organization seems random; the reader often feels confused --no evidence of planning --vague word choice 	<ul style="list-style-type: none"> -- purpose, whether stated or implied, is vague -- ideas presented are superficial and/or ambiguous -- supporting details are imprecise and/or abbreviated -- writing is uncertain and/or incomplete -- the character is identified, but a central impression is vague -- many more transitions are needed -- the organization shows some logic, but is often inconsistent -- --could be planned more carefully --word choice is general 	<ul style="list-style-type: none"> -- purpose, whether stated or implied, is evident -- ideas presented are appropriate and/or predictable -- supporting details are relevant and/or generic -- writing is straightforward and/or generalized -- most key character traits are explained through details and examples -- a few more transitions are needed -- the organization is logical, but have a few minor inconsistencies --some planning is evident --appropriate word choice 	<ul style="list-style-type: none"> -- purpose, whether stated or implied, is intentional -- ideas presented are thoughtful and/or sound -- supporting details are specific and/or apt -- writing is considered and/or elaborated --a central impression of the character is stated --the use of transition words and phrases is evident -- the organization is logical --planning is evident --accurate word choice 	<ul style="list-style-type: none"> -- purpose, whether stated or implied, is deliberate -- ideas presented are perceptive and/or carefully chosen -- supporting details are precise and/or original -- writing is confident and/or creative -- a central impression of the character is clearly stated -- transition words and phrases show how ideas connect --the organization is consistent and logical --planning is evident and effective --precise word choice
Conventions X 2	<ul style="list-style-type: none"> --numerous spelling/grammar errors impede meaning -- errors interfere with the reader's understanding of the writing and may be unintelligible 	<ul style="list-style-type: none"> --should be proofread again before submitting -- errors may interfere with the reader's understanding --can be read with comprehension of the writer's intent 	<ul style="list-style-type: none"> --a few spelling or grammar errors -- errors do not interfere with the reader's understanding of the writing -- may be read with relative ease and few distractions 	<ul style="list-style-type: none"> --minor spelling or grammar errors -- errors do not interfere with the reader's understanding -- may be read with relative ease and few distractions 	<ul style="list-style-type: none"> --no spelling or grammar errors -- errors do not interfere with the reader's understanding
Neatness and Presentation	<ul style="list-style-type: none"> --needs improvement in neatness --little to no pride was taken in workmanship 	<ul style="list-style-type: none"> --could be neater -- more pride could have been taken in workmanship 	<ul style="list-style-type: none"> -- fairly neat --pride has been taken in workmanship 	<ul style="list-style-type: none"> --neat -- evident pride has been taken in workmanship 	<ul style="list-style-type: none"> --neat and creative --very evident pride has been taken in workmanship
Quotes	<ul style="list-style-type: none"> --few to no quotes used to support ideas 	<ul style="list-style-type: none"> --only one quote present for 1 or more paragraphs --quotes are not integrated skillfully 	<ul style="list-style-type: none"> --some paragraphs have two quotes while others only have one --some attempt has been made to integrate quotes into writing 	<ul style="list-style-type: none"> --a few quotes are missing --quotes are integrated into work well 	<ul style="list-style-type: none"> --two quotes per paragraph are present --quotes are integrated skillfully
Symbolic Visual X 2	<ul style="list-style-type: none"> --does not fully illustrate the characters identity with their drawing --symbolic meaning lacks originality 	<ul style="list-style-type: none"> --has somewhat illustrated a piece of the characters identity with their drawing --symbolic meaning is appropriate but lacks originality 	<ul style="list-style-type: none"> --has illustrated a piece of the characters identity with their drawing --symbolic meaning appropriate 	<ul style="list-style-type: none"> --has captured a piece of the characters identity within their drawing --symbolic meaning is unique and meaningful 	<ul style="list-style-type: none"> -- has accurately captured a piece of the characters identity within their drawing --symbolic meaning is unique, creative, and meaningful

**** Assignments that are not handed in on the assigned due date will be subject to an NHI until the work is completed, submitted and assessed.**

TOTAL: /50