CHARACTER MAP

Purpose
To help students classify different aspects of a character
To help students make connections between different aspects of a character to better understand motivation and behavior throughout the narrative

Rationale
This activity blurs the distinction between narrative fiction and narrative non-fiction, a valuable tool for students who are intimidated by one or the other. This gives a character a psychological depth that students might miss in the reading.

Intended Audience
Grades 6-10

Procedure
- distribute handout as the visual model to be used for character analysis
- as a class, in small groups, or individually, students complete the handout using details and information from the text
- as a class, students share their ideas and develop conclusions about the character that further guides their reading
# Character Sketch

<table>
<thead>
<tr>
<th>Name of Story</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance (How he or she looks)</th>
<th>Action (What he or she does)</th>
<th>Drawing of the Character</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Thought (What he or she thinks)</th>
<th>Emotion (What he or she feels)</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Self-Description (What he or she says)</th>
<th>Character or Author Reaction (What the author or others say or how they react to him/her)</th>
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</table>
Map A Character

Read a story and pick one, well-developed character to observe. Write the attributes that describe your character. Create a "word picture!"

**Personality**
What is he/she like?
Attitudes... Moods

**Appearance**
What does your character look like?
Think hair, eyes, mouth (smiles, frowns, smirks), skin, weight, height, posture, dress habits, style...

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**Character's Name**

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**Behavior → Actions**
How does your character act?

**Problems**
What hardships did he/she have to overcome?

**Motives**
What's important to the character? What does he/she want?

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Partners ____________________ & ____________________

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Map A Character

Personality
What is he/she like?

- Amiable... Moods
  - Forgetful
  - Relatively dressed

- Philosopher

note: man is wearing glasses.

Appearance
What does your character look like?

- Think hair, eyes, mouth (smiles, frowns, smirks), skin, weight, height, posture, dress habits, style...

- Baldly dressing
- Missing lace to his shoes
- Carries umbrella with rain

Professor Slobod
Character's Name

Behavior - Actions
How does your character act?

Problems - Motives
What hardships did he/she have to overcome?

- Wants to go home

What's important to the character? What does he/she want?
Personality
What is he/she like?

Attributes - Moods
- nice
- caring
- absentminded
- lonely
- forgetful

Appearance
What does your character look like?
Think hair, eyes, mouth (smile, frown), skin, weight, height, posture, dress, habits, style.

- spectacles, missing glass on one side
- stuffed briefcase
- overflowing pockets
- a coat too large
- he looks very lost

(For fun)
- he was always getting lost & he was trying to figure out how to get his name & he lost and found a lot along the way

Problems - Motives
What hardships did he/she have to overcome?
What's important to the character? What does he/she want?

Behavior - Actions
How does your character act?
**Personality**
What is he/she like?
Attitudes, Moods
- Curious,
- Not a 1 Track mind, always thinking of something else

**Appearance**
What does your character look like?
Think hair, eyes, mouth (smiles, frowns, smirks), skin, weight, height, posture, dress habits, style.
- Wears a too long coat
- Crumpled hat
- Carrying an umbrella
- Pockets always bulging with newspaper

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**Behavior — Actions**
How does your character act?

**Getting Home**
- Looking himself in mirror
- Bank
- Calling friends

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**Problems**
What hardships did he/she have to overcome?

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**Motives**
What's important to the character? What does he/she want?
Character Map - Charlemagne

1. Students are assigned different identities and readings:
   - Einhard, Charlemagne's best friend - "The Reign of Charlemagne"
   - Pope - in textbook
   - monk - "Charlemagne's appreciation of Learning"
   - Saxon - "Forcible Conversion under Charlemagne"

2. Students fill out character map according to their identity for homework
3. The next day, students meet by identity to share their information
4. Students are shuffled so that there is at least one identity in each group
5. Each group member teaches the others about his/her identity's opinions
6. After each group member has shared, the group as a whole has to come to a consensus about the character of Charlemagne. After some discussion, each group must write a paragraph to be included in a history textbook summarizing the group's ideas
7. As a full class, share each group's conclusions
The Character of Charlemagne

<table>
<thead>
<tr>
<th>Describe his personality (what is he like):</th>
<th>Describe his motives (what is important to him):</th>
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<tbody>
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Describe his actions:

<table>
<thead>
<tr>
<th>Describe what “      ” thinks of Charlemagne and why:</th>
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Draw a picture of Charlemagne: