

CHARACTER ANALYSIS

To analyze a character, you must find out what makes him/her "tick." Look at the character as you would anyone you meet for the first time. You may notice or learn the following:

- physical traits - what the character looks like, how he/she dresses, how he moves
- psychological/personality traits
- motivation
- behavior /actions
- relationships - with other characters in the story, how others see/react to him/her
- weaknesses/faults
- strengths/virtues
- moral constitution - often a character will agonize over right and wrong
- protagonist/antagonist - does the story revolve around this character's actions?
- complex/simple personality
- history and background
- change - has the character changed during the course of the story? What was his/her motivation? Why?
- similarities and differences of the characters
- Does the character have a function in the story?

NOTE: You also will need to examine how the author presents the character. The following passage will help you understand this. It is from A Handbook to Literature, Sixth edition, by C. Hugh Holman & William Harmon, Macmillan Publishing, New York, 1992.

Characterization is "the creation of imaginary persons so they seem lifelike. There are three fundamental methods of characterization: (1) the explicit presentation by the author of the character through direct exposition, either in an introductory block or more often piecemeal throughout the work, illustrated by action; (2) the presentation of the character in action, with little or no explicit comment by the author, in the expectation that the reader can deduce the attributes of the actor from

Sample Character Analysis Paper

**North Carolina Agricultural Experiment
Station**



Sample Character Analysis Paper:

Site Characterization Progress Report ,1992 **Remote Sensing and GIS for Site Characterization** Vernon Singhroy,Douglas Daniel Nebert,Arnold Ivan Johnson,1996 Contains selected papers from the title international symposium held in January 1994 in San Francisco CA Sections on remote sensing applications geographic information system GIS site characterization and standards detail the latest findings in areas such as digital elevation data Landsat T **Report of the Dominion Experimental Farms** Canada. Dept. of Agriculture. Experimental Farms,1912 *Report of the Dominion Experimental Farms* Canada. Experimental Farms Service,1913 **Regulations of U.S. Customs and Border Protection** United States. Bureau of Customs and Border Protection,2008 *Report* North Carolina Agricultural Experiment Station,1884 Biennial Report ... ,1921 **Teaching the Dimensions of Literacy** Stephen Kucer,Cecilia Silva,2012-10-12 Teaching the Dimensions of Literacy provides both the conceptual knowledge to support teachers instructional decisions in the reading literacy classroom and a multitude of instructional strategy lessons for classroom use with both monolingual and bilingual students It proposes that teachers need to help children become code breakers the linguistic dimension meaning makers the cognitive dimension text users and critics the sociocultural dimension and scientists the developmental dimension Acknowledging and addressing all four dimensions this text links literacy theory literacy research and literacy practice in a useable way Covering both reading and writing it features clear concise and useable reading and writing strategy lessons and ways to modify them for different types of students Changes in the Second Edition Entirely reorganized the text is more user friendly builds a stronger link between theory and practice and makes it is easier for teachers to locate appropriate strategy lessons to use with their students Academic literacy is addressed more fully

Annual Report of the North Carolina Agricultural Experiment Station North Carolina Agricultural Experiment Station,1886 *Road-making Materials of Mississippi* Ephraim Noble Lowe,1920 Bulletin Mississippi Geological, Economic, and Topographical Survey,1920 **Energy Research Abstracts** ,1979 Canada Experimental Farms, Report Canada. Department of Agriculture,1915 *Report of the Dominion Chemist* ,1907 *Progress Report for the Years* Canada. Department of Agriculture. Division of Chemistry,1915 *Critical Comprehension [Grades K-6]* Katie Kelly,Lester Laminack,Vivian Vasquez,2023-01-25 Because high level comprehension cannot be divorced from wide ranging texts To be literate is to think through multiple perspectives exploring diverse texts and using the power of story to give students the life skills to discuss just about anything with critical curiosity Critical Comprehension transforms this vital work into an accessible three step lesson process Using picture books multimodal texts and thoughtfully framed questions each differentiated lesson expands students understanding of a text through First read the movie read during which the text is read without interruption Second read The teacher poses questions that probe deeper meanings through interaction with the text to summarize name and highlight issues analyze and infer to make more informed decisions about what to believe and

what to question Third read Harnessing students curiosities the class revisits the text to talk back to theme symbols central idea or social cultural historical influences at work on author and audience Popular media classic novels breaking news the world s content is ready for students to absorb But are we ready to help them read it well Equipped with this resource the answer is Yes we are *Annual Report* Virginia Agricultural Experiment Station,1905 Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe,2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides **Your First Year As a High School Teacher** Lynne Marie Rominger,Suzanne Packard Laughrea,2009-03-25 Survive Thrive in the Classroom From Day One Teaching high school students is the toughest job you ll ever love Of course often it is an acquired love You must learn to manage your students education and play parent counselor police officer and mentor Wow Now relax it doesn t have to be overwhelming With a little preparation you can ensure that you and your students get the most out of your time in the classroom and enjoy it Full of real world advice and answers for the complex issues facing today s high school teachers this down to earth and witty book will teach you how to create an atmosphere of cooperation learning and respect within your classroom Use this helpful guide as your personal mentor to achieve a successful and satisfying career as a high school teacher Earn straight A s your first year by knowing how to Create an attention grabbing and interactive teaching environment Manage difficult students and unique teenage problems Communicate educate and have fun with your students Balance the demands of old school administrators and pushy parents Fairly assess grade and evaluate students Develop effective and engrossing lesson plans Straightforward up to date and engaging I ve seen a lot of resource books for new teachers and this is the best of the bunch Wendell Geis continuing education administrator University of California Davis **Connecting with Traditional**

Literature Kimberly Kimbell-Lopez, 1999 This book describes a unique approach that enables readers to effectively connect reading and writing processes in a workshop format Students in the classroom community work together to identify characteristics of traditional literature by using critical thinking and reading activities They then write their own stories that reflect some of these characteristics The sampling of activities in this helpful guide show how reading and writing serve as interdependent tools for developing literacy in each student Most importantly these activities can easily be adopted to include literature from a variety of genres This book provides teachers with elements ideas and activities that enables them to more effectively connect reading and writing processes utilizing a workshop format Chapter One covers aspects of the reading writing connection Chapter Two introduces the different genres of study Chapters Three Four and Five include lesson plans which instruct students in the characteristics of the genres and how to write through corresponding activities such as Becoming a Fabulist For anyone interested in connecting reading and writing to literature

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