

# In-Class Writing

## *Character Analysis - Moral Growth*

This will be an on-the-spot, open-notes, open-book writing assignment. I urge you to use your organizers!!! Meaning, I'm not here to "test" if you've memorized the book and all significant passages or details, but rather, I'd like to see how well you can put together all the awesome insights we've discussed and developed over the course of the unit. You will have the whole class period to work, and all papers will be due at the end of the period. Please write your name, as well as all proper headings on each page.

Good luck, friends! You got this!

**Character Analysis:** In a well-developed four paragraph essay, discuss how one character has grown **morally** and **ethically** over the course of the text. In other words, how has this character grown to become a better judge of character and a more humane, just decision-maker? Provide examples from the text, combined with your own interpretation and analysis to strongly develop your insights.

**Remember...**

**Morality: Principles concerning the distinction between good/bad, right/wrong.**

**Guiding Questions for Analysis:**

- What is an **event** from the beginning of the novel (part I) that illustrates that this character still has a lot he/she needs to learn and understand?
- What is a **choice** this character made in the beginning of the novel that illustrates lack of judgement or understanding?
- Is there a **quote both from the beginning and end** of the novel that illustrates that this character has grown and understands more now?

## In-Class Writing Checklist Character Analysis - Moral Growth

|  |  | Not<br>Done                            | Workin'<br>on it | YES  |
|--|--|--|------------------|------|
| Major Components                         |  | Circle number in the applicable column |                  |      |
| THESIS                                   | I provide a clear thesis statement that answers the question: "yes/no my character has grown" and give reasons/evidence as to why/how we know...                                     | (1)                                    | (1)              | (1)  |
| INTRO                                    | I introduce the novel and the topic of my essay clearly, and make sure my reader knows/what who I am and will be talking about.  | (2)                                    | (2)              | (2)  |
| BODY<br>PARAGRAPH(S)                     | I include at least one body paragraph that illustrates <b>how</b> my character has grown, and includes at least two pieces of direct text evidence with explanations.                | (3)                                    | (3)              | (3)  |
| CONCLUSION                               | I sum up the major, important ideas of my essay, but also provide something new and interesting to think about. I restate my thesis, and make it clear that I have done my job here. | (4)                                    | (4)              | (4)  |
| Development                              |  |  |                  |      |
| EVIDENCE                                 | I provide at least two direct quotes from both the beginning and end of the novel that show how my character has grown.  | (5)                                    | (5)              | (5)  |
| ELABORATION<br>(ANALYSIS & SO<br>WHAT!?) | I provide at least two sentences of commentary for each quote: 1 explaining why this supports my thesis, and one explaining why it's important.                                      | (5)                                    | (5)              | (5)  |
| Language<br>&<br>Conventions             | I have no spelling errors in my essay, especially the names of characters/authors/settings in the novel.   | (9)                                    | (9)              | (9)  |
|  | Any time I mention the book title, it is both capitalized and underlined.  | (10)                                   | (10)             | (10) |
|  | I have no punctuation/capitalization errors. Ms. Schaffer will not be out of breath as she reads my sentences aloud.   | (11)                                   | (11)             | (11) |