

NAME \_\_\_\_\_ DATE \_\_\_\_\_



## STPA ELA 7<sup>TH</sup> GRADE SUMMER READING CHARACTER ANALYSIS:

As you read **ONLY ONE** of the four assigned novels, please do the following prior to the first week of school:

- 1. Read the book.**
- 2. Complete the Pyramid graphic organizer and the three questions on making connections.**
- 3. Complete TWO character analysis organizers**, one for the **protagonist** (main character) and one for the **antagonist** (character in opposition to the main character). Use the attached model based on *The Grinch* to see how to fill out these organizers. NOTE: Pay close attention to the topic headings in the boxes as they are not all the same. Also, be sure to answer questions #4 and 5 briefly. You will elaborate on Question #5 in the paragraphs you write in class.
- 4. Be prepared to write a well-developed paragraph (8-10 sentences) in response to a question on characterization or character development. Also, be ready to give EVIDENCE to support your argument.**
- 5. Take notes on the following specific questions about your book** as you read so that you can be prepared for the WRITING assignment when we return to school. You will be able to use your notes but not your book during the timed writing, so TAKE GOOD NOTES and don't lose them!!! (PS: You may attach handwritten notes on loose-leaf paper if you need more space.)
  - What character actions create conflict?
  - How do the main characters respond to conflict?
  - What lessons do the main characters learn?
  - How do the characters grow or change?

**GRADING NOTES: This is a 400-point assignment!**

\_\_\_\_\_/100: Pyramid and connections graphic organizer (possible 100 pts.)

\_\_\_\_\_/100: TWO character analysis organizers (possible 50 pts. each x 2= possible 100 pts.)

\_\_\_\_\_/100: TWO well-developed in-class paragraphs (possible 50 pts. each x 2= possible 100 pts.)

\_\_\_\_\_/100: WRITING in-class assignment upon entering school (possible 100 pts.)



NAME \_\_\_\_\_ DATE \_\_\_\_\_

**CHARACTER ANALYSIS ORGANIZER FOR: The Grinch (MODEL)**

For each box below, respond to character analysis questions 1-3 in phrases. Then UNDERLINE any items that are related. Finally, answer questions 4 and 5.

1. **What do we know? OR What can we safely infer?**
2. **How does it affect the character? (NOTE: No matter what we know, it affects the character.)**
3. **Why is it important? What does it reveal about his/her character?**

<p><b>Family background/Upbringing</b></p> <ol style="list-style-type: none"> <li>1. We aren't told much about The Grinch's family; he seems not to have any family left. He is alone except for his little sidekick. <u>We can infer he didn't receive much love growing up because he seems very bitter and unhappy.</u></li> <li>2. At least in the beginning in the story, The Grinch is bitter and unhappy.</li> <li>3. The Grinch's bitterness infects his behavior: <u>he seems not to be able to care about anyone else, so he plots to steal from the townspeople, to ruin their Christmas (possibly because he believes his Christmas will be lonely and unhappy, and he is lashing out).</u></li> </ol>	<p><b>How s/he is treated vs. how s/he wants to be treated</b></p> <ol style="list-style-type: none"> <li>1. <u>The Grinch is alone</u> except for his little sidekick, who simply obeys him (not having any other choice). It's not clear at the beginning of the story how he wants to be treated since <u>he's not used to dealing with people</u>, but later, <u>the townspeople welcome him and treat him with the love he was missing.</u></li> <li>2. <u>Though at first alone, selfish, greedy, and bitter, The Grinch grows a bigger heart (literally and figuratively) as a result of how the townspeople treat one another and him. He becomes a happier person as a result of the way they treat him.</u></li> <li>3. <u>We learn that people—even those who seem mean and unhappy—can grow and change and become happier as a result of their interactions with other people.</u></li> </ol>
<p><b>Work</b></p> <ol style="list-style-type: none"> <li>1. There is no mention of The Grinch's work. If he does anything, we can infer that it is not too meaningful or helpful to others because he does not seem to care about other people—at least, at the beginning of the story.</li> <li>2. Not having work he loves may be a factor in why The Grinch seems so unhappy at the beginning.</li> <li>3. <u>Not having work he loves seems to poison The Grinch's character. Also, he does not know how to deal with other people constructively. He lacks people skills.</u></li> </ol>	<p><b>Philosophies/Values</b></p> <ol style="list-style-type: none"> <li>1. At the beginning of the story, <u>The Grinch values material goods more than relationships with other people.</u></li> <li>2. The Grinch plans to steal the Christmas presents of the townspeople.</li> <li>3. At least initially, The Grinch is selfish and greedy. Later, he learns a lesson and changes.</li> </ol>

**4. What ideas might this character represent?**

First, The Grinch represents greed, selfishness, and unhappiness. Then he represents growth and potential.

**5. How does the writer use this character to convey a message or lesson?**

Dr. Seuss uses The Grinch to show us that even people who seem mean or unhappy can grow and change and become happier as a result of their interactions with other people; we can all help one another become better, happier people.



NAME \_\_\_\_\_ DATE \_\_\_\_\_

**CHARACTER ANALYSIS ORGANIZER FOR Protagonist:** \_\_\_\_\_

For each box below, respond to character analysis questions 1-3 in phrases. Then UNDERLINE any items that are related. Finally, answer questions 4 and 5 with a few sentences each.

1. What do we know? OR What can we safely infer?
2. How does it affect the character? (NOTE: No matter what we know, it affects the character.)
3. Why is it important? What does it reveal about his/her character?

Family background/Upbringing	How s/he is treated vs. how s/he wants to be treated
1.	1.
2.	2.
3.	3.
Work/tasks/responsibilities	Philosophies/Values
1.	1.
2.	2.
3.	3.

4. What ideas might this character represent?

5. How does the writer use this character to convey a message or lesson?



NAME \_\_\_\_\_ DATE \_\_\_\_\_

**CHARACTER ANALYSIS ORGANIZER FOR Antagonist:** \_\_\_\_\_

For each box below, respond to character analysis questions 1-3 in phrases. Then UNDERLINE any items that are related. Finally, answer questions 4 and 5 with a few sentences each.

1. What do we know? OR What can we safely infer?
2. How does it affect the character? (NOTE: No matter what we know, it affects the character.)
3. Why is it important? What does it reveal about his/her character?

Family background/Upbringing	How s/he is treated vs. how s/he wants to be treated
1.	1.
2.	2.
3.	3.
Work/tasks/responsibilities	Philosophies/Values
1.	1.
2.	2.
3.	3.

4. What ideas might this character represent?

5. How does the writer use this character to convey a message or lesson?