

Lesson 2: Annotating for Character Analysis

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Grade Level(s)

Grade 8 English Language Arts

Lesson Overview

The purpose of this lesson is to provide students with sufficient essential information about the design challenge and the “User” they will be designing for--the protagonist in Jack London’s “To Build a Fire.” Students will work in pairs, read and annotate text, generate ideas, and create a visualization of their learning.

Learning Objectives

- To differentiate between Problem Solving and Design Thinking
- To annotate for character analysis
- To understand thoughts, feelings, actions of their “User”
- To brainstorm ideas and synthesize information
- To create a visual and share Information

Standards

CCSS RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS RL.8.7: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

CCSS W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS SL.8.1: Engage effectively in a range of collaborative discussions with diverse partners on Grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Preparation

- Set up the PPT (with audio) *Design Thinking and Character Analysis* so that students can view it.
- Make copies of the handout: “To Build a Fire” by Jack London (1 Per Student)—digital copies which can be printed are available online at http://americanenglish.state.gov/files/ae/resource_files/to-build-a-fire.pdf
- Gather prototyping materials
- Set up speakers if listening to audio version of the story
- Test all websites in advance

Materials and Resources

- “To Build a Fire” by Jack London (1 Per Student)
- Sketch paper, sticky notes, markers
- 25 Amazing Stories of Surviving at All Odds (<https://www.youtube.com/watch?v=BnSD9jRr2SQ>)
- “To Build a Fire” by Jack London audio recording available at [Project Gutenberg](#)

Activity 1: Introduction to the Challenge (10 Minutes)

- Show slides 2-24 (*Design Thinking and Character Analysis PowerPoint*) to introduce the design challenge. (Slide 18 [25 Amazing Stories Of Survival Against All Odds](#) will peak interest in the design challenge.)
- Lead the class in the discussion: “What makes survival stories so compelling?”

Activity 2: Reading and Annotating (40 Minutes)

- Hand out copies of “To Build a Fire” and sticky notes. Ask students to number off from 1-3.
- #1’s will place a T (or stickies) on text that reveals protagonist’s thoughts.
- #2’s will place an F (or stickies) on text that reveals protagonist’s feelings.
- #3’s will track the protagonist’s actions, placing an A (or stickies) at significant events.
- Read aloud the text (or play an audio recording, such as the one found at [Project Gutenberg](#)). Model the placing of the stickies first, before having the students do it. Stop the recording (or the read aloud) at significant places to be sure students are following along. Note: I suggest reading aloud or listening to an audio recording of the story so that students will all finish at the same time.

Activity 3: Visualizing (15 Minutes)

- Pair (or place in triads) each of the #’s together and ask them to compare their annotations (T’s, F’s, A’s, or stickies). Then instruct each pair to work together to create a visual using the sketch paper and markers that represents the

- Thoughts, Feelings, or Actions of the protagonist.
- Ask students to hang up their visuals so that the other class members can walk around and see each one.

Troubleshooting

Depending on your class/students, you may wish to assign partners rather than letting students select for themselves. The times noted for each activity may be adjusted according to student need; however, time limits that are shorter rather than longer tend to work best.

Assessment

Adaptable Design Thinking Basic Rubric 1.0 with Journal Prompts for Reflection can be found at the following website:

https://dschool.stanford.edu/groups/k12/wiki/e04cb/HFLI_Rubric.html