

**Prompt:** From a work of literature, select a character that experiences a change. Analyze how the character changed by looking at the character’s speech, actions, thoughts, and/or physical features, or by what others say or think about that character. Write an essay discussing how the character changed using evidence from the text.

**These due dates are NOT flexible. If you don’t meet these due dates, your grade goes down. If you turn in this sheet with my signature on all the due dates, you get 40 points. Lose this sheet, lose 40 points.**

**Graphic Organizer ⇒⇒⇒ Due Friday, 4/18 \_\_\_\_\_**

**Introduction ⇒⇒⇒ Due Monday, 4/21 \_\_\_\_\_**

**Final Rough Draft  
And Adult Edit ⇒⇒⇒ Due Thursday, 4/24 \_\_\_\_\_**

This is called a “final rough draft” because it should be typed. At the same time, students should expect to have to make corrections and edit this draft. You have had your essay edited by a parent and you have made all the corrections already.

**Final Draft of Essay ⇒⇒⇒ Due Tuesday, 4/29 \_\_\_\_\_**

Final draft of essay is turned in with final rough draft and adult edit sheet behind it.

**Character Analysis Essay Outline:**

**INTRODUCTION** ⇒ First paragraph  
⇒ Engage the reader with a hook  
⇒ Include your thesis statement

**PARAGRAPH 2** ⇒ Explain what the character is like at the beginning of story  
⇒ INCLUDE A QUOTE from the story to support your opinion  
⇒ Describe his/her actions, speech, thoughts, appearance, etc.

**PARAGRAPH 3** ⇒ Describe an event that caused the character to change  
⇒ In what ways do they change? How can you tell?  
⇒ You may include a quote here, but it is not mandatory

**PARAGRAPH 4** ⇒ Show what the character is like at the end of the story  
⇒ INCLUDE A QUOTE from the story to support your opinion  
⇒ Describe his/her actions, speech, thoughts, appearance, etc.

**CONCLUSIONS** ⇒ Last paragraph  
⇒ Explain why the character changes  
⇒ Restate your thesis in a different way

Eng/LA: Expository/Character Analysis

Prompt: From a work of literature that you have read, select a character who either experiences a change, or causes a change in others. Analyze the effects of that change upon the character or on those around him/her. Then write a paper in which you discuss the effects of the change.

Demands	6/5-Expert			
	4/3-Practitioner	2-Apprentice	1-Novice	
<b>Establishes context</b>	Engages the reader by establishing a context for discussion of the character(s) and relevant changes.	Establishes a context for discussion of the character(s) and relevant changes.	Partially establishes a context for discussion of the character(s) and relevant changes.	Does not establish a context for discussion of the character(s) and relevant changes.
<b>Character development</b>	Communicates a sound understanding of the development of the character (e.g., character's speech or actions, description, thoughts, and reactions of others).	Communicates an understanding of the development of the character (e.g., character's speech or actions, description, thoughts, and reactions of others).	Communicates a partial understanding of the development of the character (e.g., character's speech or actions, description, thoughts, and reactions of others).	Does not communicate an understanding of the development of the character (e.g., character's speech or actions, description, thoughts, and reactions of others).
<b>References from text</b>	Describes how the change shapes the character(s) through varied references to the text.	Describes how the change shapes the character(s) through some references to the text.	Describes how the change shapes the character(s) through limited references to the text.	Uses no references to the text to describe how the change shapes the character(s).
<b>Organization</b> <i>(Includes an introduction with a thesis, body and conclusion, and uses transitions and paragraph breaks)</i>	Effectively establishes and maintains a consistent focus on a thesis. Exhibits a logical structure with effectively placed evidence and interpretations to support the thesis. Makes effective use of transition words and phrases.	Establishes and maintains a consistent focus on a thesis. Exhibits a logical structure with some effectively placed evidence and interpretations to support the thesis. Uses transition words and phrases.	Does not maintain a consistent focus on a basic thesis. Exhibits a basic structure, but lacks sufficient evidence and interpretations to support the thesis. Uses transition words or phrases inconsistently.	Does not include a thesis or maintain a focus. Exhibits little or no structure. Uses few, if any, transition words or phrases.
<b>Conventions</b> <i>(Demonstrates control of punctuation, spelling, capitalization, grammar and usage, etc.)</i>	Errors are few and minor; conventions support readability. Demonstrates strong control of conventions.	Significant errors do not occur frequently. Minor errors, while perhaps noticeable, do not impede readability. Demonstrates control of conventions.	Errors may begin to impede readability. Demonstrates limited control of conventions.	Frequent, significant errors impede readability. Demonstrates little control of conventions.

# Evidence of Character Change

On these pages you and your group will come up with evidence that shows how Jonas or the Giver changed throughout the course of the novel. Your group will be responsible for one aspect; then, you will walk throughout the room taking notes from the other posters.

Aspect of Change: \_\_\_\_\_

Character Trait/Personality	Evidence (quotes) and Page Numbers

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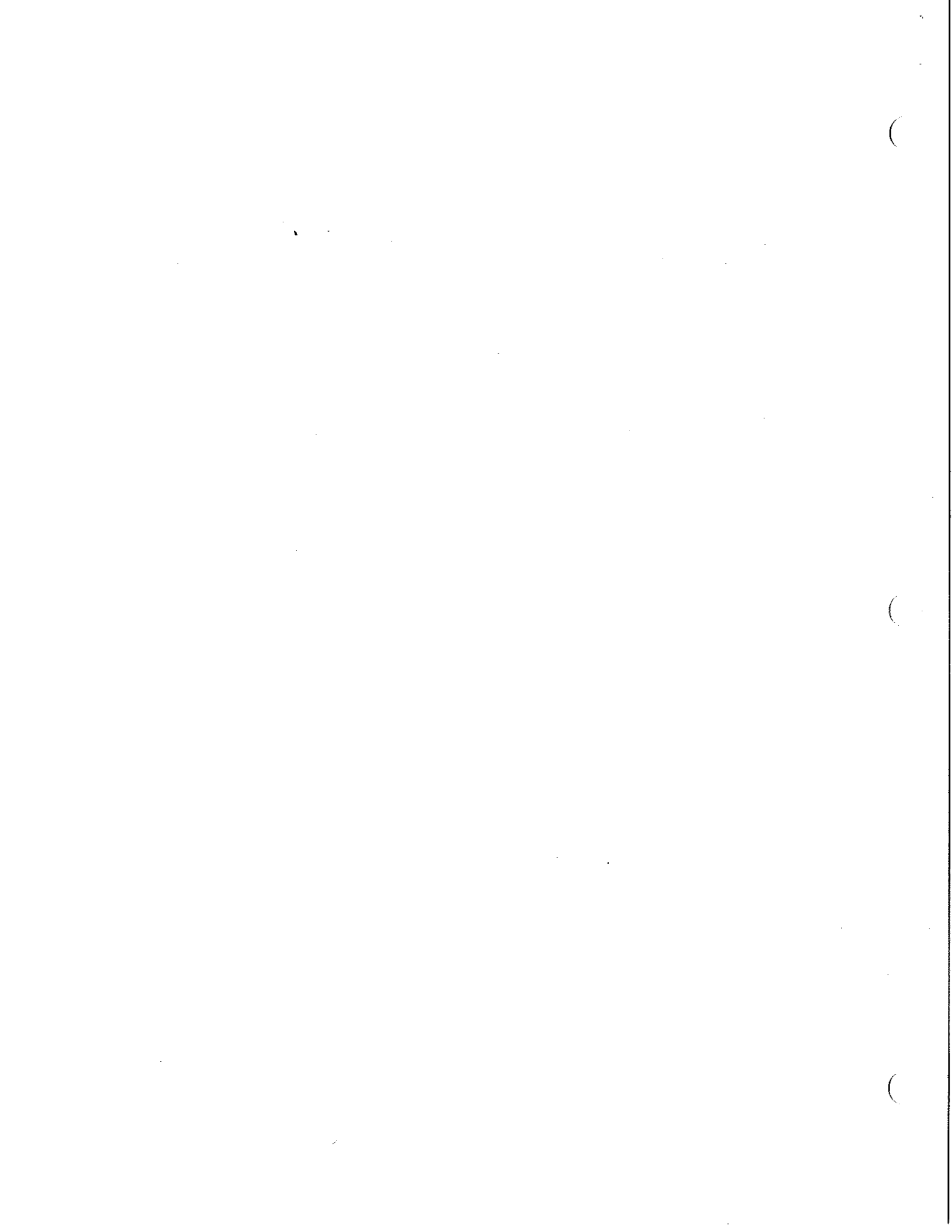
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Aspect of Change: \_\_\_\_\_

Character Trait/Personality	Evidence (quotes) and Page Numbers

## Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	<del>sad</del>
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
<del>bad</del>	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	<del>nice</del>	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	<del>old</del>	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	<del>good</del>	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	<del>young</del>



# introduction to character analysis

Name \_\_\_\_\_

Your introduction is the most important part of your essay! It consists of a hook, a thesis, and at least two more sentences that support. **I will check this sheet on Monday, 4/21.**

## Hook

A hook is used to grab the reader. It should be interesting, thoughtful, and original. Write three, then choose your favorite.

Hook #1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hook #2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hook #3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Thesis

What is a thesis?

\_\_\_\_\_

Your thesis for this character analysis essay, should be a single sentence that explains who your character is at the beginning of the novel, how they changed, and who they've become by the end of the novel.

## Two real examples from past essays I've had turned in:

*Through tragedy, Miranda goes from being an average, shy, and curious girl to an independent, strong, mature young woman.*

*Although the main character, Ralph, is a leader throughout the story, he evolves from being ambitious, immature, and arrogant to being mature, compassionate, and trusted because of the adult challenges he faces.*



## Paragraph #2 Character Analysis Essay

Name \_\_\_\_\_

In this paragraph, you need:

- \* to give an accurate picture of what your character was like at the beginning of the novel. This should match what you said in your thesis.
- \* to begin with a topic sentence. This lets the reader know what the P is going to be about. (but please don't say, "In this paragraph I will talk about...")
- \* to have a quote that demonstrates your character's traits. Introduce your quote, so your reader knows it's coming. "And make sure it's formatted like this" (pg 235).
- \* at least 5-7 solid sentences.
- \* to use transition words and phrases.

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## Paragraph #3

In this paragraph, you need:

- \* to give an accurate picture of the change that your character goes through and why. This should match what you said in your thesis. Really think about which events created the change and influenced your characters emotions.
- \* to begin with a topic sentence.
- \* at least 5-7 solid sentences.
- \* to use transition words and phrases.
- \* a quote is optional in this paragraph. If you have a really good one about the character's change process, use it!

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## Character Analysis Essay Life As We Knew It by Susan Beth Pfeffer

*This quote is*

"I got an 82 on my math test. There were at least four questions that I should have gotten right but made careless mistakes on" (pg.12) is a perfect example of how "average" Miranda is before a tragic event unfolds in the book Life As We Knew It, written by Susan Beth Pfeffer. When the book starts, Miranda is a very average High School girl. Then something very unexpected happens; a meteor hits the moon knocking it closer to earth throwing everything for a loop. Little did Miranda know that not only her life, but her personality would change forever. Through tragedy, Miranda goes from being an average, shy, and curious girl to an independent, strong, mature young woman.

Throughout the beginning of the story Miranda is just an average, stereotypical high school student. She finds out that her father and stepmother are expecting their first child together, she is in the midst of trying to keep her beloved friends, but it just isn't working out, and she is trying to figure out who she truly is. Miranda is involved in a very close-knit family. She has an older brother that is off in college, but Miranda's family still manages to keep close contact with him. As close as her family is, Miranda and her mother still argue with each other. "Mom gave me one of her you-shouldn't-be-so-careless lectures," (pg.12) shows how often times Miranda is insensitive and sometimes takes things for granted.

After the meteor moves the moon out of orbit and causes multiple natural disasters, several different events occur leading to a dramatic change in Miranda's personality. Miranda and her family are forced to change the way they live. They have to not only adjust to eating scarce amounts of food, they have to cope with the abrupt sudden loss of many friends and family. For example, their adored neighbor, Mrs. Nesbitt. She was a motherly figure for Miranda's mother and a mentor for Miranda and her siblings. Later in the book everyone in Miranda's family grows ill, except for her. That leaves Miranda to take care of three other people who she loves unconditionally yet are at risk of dying. In an endeavor to save her loved ones Miranda has to make sacrifices, making her realize how fortunate she was before unexpected events took place.

As the book is coming to an end, Miranda has changed radically. She has become much more mature and a lot more independent. She learned how to make sacrifices, as well as stay positive at the most negative times in her life. Miranda's mom recognizes that and shows her appreciation in one of the last few pages of the book. "I want you to know how proud of you I am" she said" (pg.311) is just one of the various way Miranda's mother shows her admiration of Miranda's achievements through the tough times. Another example of how Miranda has become more considerate is "Mom was looking lonely in the sunroom this afternoon, so I decided to keep her company." (pg.206) In general, Miranda has changed for the better. She got life lessons that she would have never been able to experience and she became more of who she is, all because of a tremendously appalling turn of events.

Over the span of only three months, Miranda goes through the hardest time in her life. all because the moon had a daunting shift, changing the way Miranda lived. Many things happened to Miranda that could have led her to break down, but that did not happen. Instead, she was inspiring in ways that were unexpected. ~~she supported people who were dying~~ when she was just as scared as they were, she stayed strong and never complained, and she sacrificed food in order to feed her younger brother. Miranda starts the book as a typical, introverted, inquisitive teenager and transforms into an autonomous and wise young adult due to a traumatic incident that no one saw coming.

2

"I am afraid. Someone is coming. That is I think someone is coming, though I am not sure, and I pray that I am wrong." This is a quote from Z for Zachariah, by Robert C. O'Brien. A year ago Ann Burden's world was completely changed. A nuclear war killed everyone who wasn't in the valley she lived in, or so she thought. Ann is a 16-year-old girl who has lived alone in her valley for a year. She is very strong willed and determined to survive. After getting shot in the leg by Mr. John Loomis, she becomes more mature and rational, by realizing that he is truly crazy.

In the beginning, Ann has been living alone in her valley for a year. She has been taking care of the chickens and the cows by herself. She has been living off of canned food from the store. As I mentioned earlier, she is strong willed, and determined to survive, but she is also scared, because, over the hill, she sees smoke. It's a campfire, and it's moving closer and closer to her valley. "I wanted to run down the hill through the woods and call, I'm here. I wanted to cry, and touch his face, but I caught myself in time, and stayed quiet."

After meeting John Loomis, the man who had had the campfire, she realizes that sometimes he is delirious from radiation poisoning, as he keeps thinking she is a man named Edward that he had killed. Eventually he shoots her in the leg, to hinder her movements.

After he shoots her, it truly dawns on her that he isn't delirious, but purely insane, and that she should stay away from him. She matures, and becomes more adult. "Don't go, he said, Don't leave me here alone. I spoke carefully. If you shoot me, you really will be alone. You searched for months and you found no one else. There may not be anyone else; but if I should find people, I will tell them about you, and they may come. In the meantime you have food. You have the tractor and the store. You have the valley."  
page 11

After it dawns on her that he is crazy, she becomes more resolved, when she used to be a little bit naïve. She uses this resolve to stay alive.



The attack brings him closer to the boys who have stuck with him the entire time on the island.

By the end of the story, Ralph becomes a trusted, compassionate, and mature leader. Ralph shows empathy when Piggy's glasses get stolen in the attack and he cannot see. When they go to the other part of the island, Ralph tries to protect Piggy and keep him out of harm's way. Piggy says, "Is it safe? Ain't there a cliff I can hear the sea," and Ralph says supportively, "You keep right close to me" (pg. 201). Ralph feels like he is defeated when Roger, a boy in Jack's tribe, kills Piggy with a boulder and Sam and Eric are forced to join Jack's group. The main character is left alone on the island, while the savages slowly hunt him. Ralph demonstrates traits of sympathy and bravery when he goes back to Jack's side of the island in search of Sam and Eric. Even though Ralph is trying to keep civilization, the others boys won't stop stalking the island until he is dead. When a naval officer rescues the protagonist, while the boys are hunting him down, Ralph realizes all of the madness and malicious behavior that has taken over these young boys. As the challenges that Ralph faces from the antagonists grow, so do his attributes of trust, compassion and maturity.

great quote show

good

Ralph's character changes to meet the challenges he's presented with on the island. He faces savagery, chaos, and evil, all of which force him to evolve from being egotistical, overconfident, and juvenile to becoming a wise, sympathetic, and more realistic leader. Ralph realizes that simply telling people what to do does not work in real society when faced with a variety of different desires and motivations.

all gone

William Golding's book, Lord of the Flies, paints the vivid picture of a young boy who faces the end of innocence and becomes a young man.

# Scoring Example Essays

Name \_\_\_\_\_

## Essay #1

Does this essay have a thesis in the introduction and topic sentences that begin each paragraph? If yes, highlight them. Leave the paragraph blank if you do not see a topic sentence at/near the beginning of the paragraph.

Does the writer mention the author and title of the book in the introduction? \_\_\_\_\_

You ought to be able to understand the essay, even if you haven't read the book? Can you understand the writer's main points? \_\_\_\_\_

Do the quotes chosen by the writer prove his/her claims? \_\_\_\_\_

Do you think the writer could have chosen better quotes? \_\_\_\_\_

Does he/she give the page number where he/she found her quote? \_\_\_\_\_

In paragraph 3, does the writer effectively describe the events that changed the character? \_\_\_\_\_

Does the writer use transitional words and phrases so it's easy to understand his/her organization? \_\_\_\_\_

List some examples for me: \_\_\_\_\_

**Using the rubric, what score would you give this essay?** \_\_\_\_\_

How would you suggest that this person improve their essay?

## Essay #2

Does this essay have a thesis in the introduction and topic sentences that begin each paragraph? If yes, highlight them. Leave the paragraph blank if you do not see a topic sentence at/near the beginning of the paragraph.

Does the writer mention the author and title of the book in the introduction? \_\_\_\_\_

You ought to be able to understand the essay, even if you haven't read the book? Can you understand the writer's main points? \_\_\_\_\_

Do the quotes chosen by the writer prove his/her claims? \_\_\_\_\_

Do you think the writer could have chosen better quotes? \_\_\_\_\_

Does he/she give the page number where he/she found her quote? \_\_\_\_\_

In paragraph 3, does the writer effectively describe the events that changed the character? \_\_\_\_\_

Does the writer use transitional words and phrases so it's easy to understand his/her organization? \_\_\_\_\_

List some examples for me: \_\_\_\_\_

Using the rubric, what score would you give this essay? \_\_\_\_\_

How would you suggest that this person improve their essay?

### Essay #3

Does this essay have a thesis in the introduction and topic sentences that begin each paragraph? If yes, highlight them. Leave the paragraph blank if you do not see a topic sentence at/near the beginning of the paragraph.

Does the writer mention the author and title of the book in the introduction? \_\_\_\_\_

You ought to be able to understand the essay, even if you haven't read the book? Can you understand the writer's main points? \_\_\_\_\_

Do the quotes chosen by the writer prove his/her claims? \_\_\_\_\_

Do you think the writer could have chosen better quotes? \_\_\_\_\_

Does he/she give the page number where he/she found her quote? \_\_\_\_\_

In paragraph 3, does the writer effectively describe the events that changed the character? \_\_\_\_\_

Does the writer use transitional words and phrases so it's easy to understand his/her organization? \_\_\_\_\_

List some examples for me: \_\_\_\_\_

Using the rubric, what score would you give this essay? \_\_\_\_\_

How would you suggest that this person improve their essay?

Writer's Name: \_\_\_\_\_

Editor #1: \_\_\_\_\_

Please make sure the essay has a thesis. It should be one sentence, two at the most and be very clearly the thesis. It should read something like this:

In the beginning, *(character's name)* starts out very *(describing word)* and *(describing word)*, but after *(event that changed character)*, he/she ends up much more *(describing word)* and *(describing word)*.

Comments:

Editor #2: \_\_\_\_\_

Please make sure that the essay has quotes in paragraphs 2 and 4. The quotes should help describe the character. If they don't tell much about the character, don't be afraid to tell the writer that. Also, the page number should immediately follow the quote.

Comments:

Editor #3: \_\_\_\_\_

Your job is simply to tell the writer all the things that they have done well.

Comments:

## Home edit—to be turned in with final rough draft on Thursday 4/24

Dear Student: You must have an adult edit your character analysis essay. It could be a parent, neighbor, friend, grandparent, teacher, or anyone else you trust with your writing.

Dear Parent (or other adult): Please read your student's essay. In addition to looking for spelling and grammar errors, please look for the items mentioned below. It would be really helpful if you could explain the errors as you correct them, that way maybe the same errors won't be in the next piece of writing (or so we hope). Thank you!

Student name \_\_\_\_\_

Adult signature \_\_\_\_\_ Relationship to student \_\_\_\_\_

Please look closely to make sure that the student's essay follows this outline closely. This is a very structured essay, and it's important that they have each of these components, otherwise the structure will be weak. Students are answering this question: How did your main character change throughout your novel? Each paragraph should be indented and be at least 5-7 sentences long.

### Character Analysis Essay Outline:

**INTRODUCTION** ⇒ The opening sentence is an engaging hook (question, quote, anecdote, etc)  
⇒ A couple of sentences tying the hook to the thesis. Mention title and author of book.  
⇒ Thesis statement—should read something like this: In the beginning, (*character's name*) starts out very (*describing word*) and (*describing word*), but after (*event that changed character*), he/she ends up much more (*describing word*) and (*describing word*).

**PARAGRAPH 2** ⇒ Explain what the character is like at the beginning of story--use good adjectives  
⇒ INCLUDE A QUOTE (and the page number) from the story to support your opinion.  
⇒ Describe his/her actions, speech, thoughts, appearance, etc. These are details that let you know who your character is at the beginning.

**PARAGRAPH 3** ⇒ Describe an event or a series of events that caused the character to change  
⇒ In what ways does he/she change? How can you tell?  
⇒ You may include a quote here, but it is not mandatory

**PARAGRAPH 4** ⇒ Show what the character is like at the end of the story—use good adjectives  
⇒ INCLUDE A QUOTE (and the page number) from the story to support your opinion  
⇒ Describe his/her actions, speech, thoughts, appearance, etc. These are details that let you know who your character is at the end of the story.

**CONCLUSION** ⇒ Last paragraph  
⇒ Summarize everything you've talked about  
⇒ Restate your thesis in a different way  
⇒ End with your last profound thoughts