

# Placing a Character Along Continuum Lines

Subject Set: Literature Concepts

<b>COMMON CORE STANDARDS:</b> <b>Reading Standards for Literature — Grades 9-10</b> <i>Key Ideas and Details</i>  3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  NOTE: This Concept Builder can be adapted for Grades 11-12 by selecting appropriate texts and Concept Cards.	<i>Concept Cards™</i>	
	(brown rectangle) <ul style="list-style-type: none"><li>• Biased</li><li>• Comic</li><li>• Dynamic</li><li>• Emotional</li><li>• Flat</li><li>• Logical</li><li>• Round</li><li>• Static</li><li>• Tragic</li></ul>	(orange rectangle) <ul style="list-style-type: none"><li>• Objective</li></ul> (red rectangle) <ul style="list-style-type: none"><li>• Antagonist</li><li>• Character</li><li>• Protagonist</li></ul>

## Teacher Prep:

1. Select the Concept Cards from above list. Write the main character's name on a blank Concept Card.
2. Create 6 groups of students. Write the same character name on 6 other blank Concept Cards and give one card to each group of students. It is possible to create 12 smaller groups of students and assign 2 groups the same continuum line to compare placements.
3. Place the "Character" Concept Card and the blank Concept Card with the name of the character at the top of the Construxion Site®. Then create a continuum for each pair of concepts by using masking tape with an arrow at each end. See Figure 1 on the following page.

## Activity Sequence:

1. Assign each group one continuum line (e.g., protagonist ↔ antagonist). Have students discuss where on the continuum line they would place the character. (For example, in *To Kill a Mockingbird*, one group would decide where to place Scout on the continuum of Emotional and Logical.)
2. Have each group come to the Construxion Site, and place the character card at the appropriate place along their continuum line. Students should explain their reasons for their placement and use evidence from the text. Encourage other students to ask questions about the group's placement.
3. After all groups have presented, ask the following questions:
  - *Which continuum line was easier/harder to discuss? Why?*
  - *What evidence from the text did you use to support character card placements on the continuum lines?*
  - *Why might different readers place the same character in different places along a continuum line?*
  - *In what ways did this activity help you understand characterization?*

(You may wish to do this activity at various junctures while reading the text. Students can trace the development of this character and/or other characters. Add or remove continuum lines if you wish.)

Figure 1: Sample Display

