ideas with IMPACT

idea packet

Unmasking My Character

Unmasking my Character

Mrs. Griselis Reyes-Gil

Mrs-reyes@dadeschools.net

Hialeah Senior High School

School mail code:7111

Table of Contents

Goals and Objectives	**Page 3**
Florida Standards	**Pages 4-7**
Course Outline/Overview	**Page 8**
Lesson Plans	**Page 9**
Resource List	**Page 10**
Student Samples & Project Directions	**Page 11-21**

Goals and Objectives

"The true test of a man's character is what he does when no one is watching."

-John Wooden

One of the main goals of this project is to teach students about symbolism and color connotation. With "Unmasking my Character", students can apply these skills to any future readings and see the individuality of each character they encounter. After reading a piece of literature, Antigone in this instance, and keep track of noticeable quotes they say, are said about them, actions, and reactions from others. Using a graphic organizer, students record their observations and then complete a color personality test for themselves and their character. By applying these skills, students will be able to not only better understand character development but, hopefully, relate to their favorite characters in new and unimaginable ways.

Character development is a powerful way to connect as readers to the fictional personalities we encounter in literature. So many of our students do not see the value in reading because they have lost the ability to relate to stories. By relating to the characters themselves, however, they can see how authors bring these characters to life! The purpose of this project is for students to track the development of their favorite characters through a piece of literature and see how we are defined by the things we do, the things we say, and how others react to us. Through this exploration, students can reflect on how their characters grow and change through a story just as we through in our everyday lives.

Florida Standards

Strand: Reading Standards for Literature	
Cluster 1: Key Ideas and Details	
Standard Code	**Standard**
LAFS.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RL.1.3	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. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Strand: Reading Standards for Literature	
Cluster 2: Craft and Structure	
Standard Code	**Standard**
LAFS.910.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Strand: Reading Standards for Literature
Cluster 4: Range of Reading and Level of Text Complexity

Standard Code	Standard
LAFS.910.RL.4.10	Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: Writing Standards
Cluster 1: Text Types and Purposes

Standard Code	Standard
LAFS.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well---chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain---specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). *Cognitive Complexity:* Level 4: Extended Thinking & Complex Reasoning

Strand: Writing Standards	
Cluster 2: Production and Distribution of Writing	
Standard Code	**Standard**
LAFS.910.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Strand: Writing Standards	
Cluster 3: Research to Build and Present Knowledge	
Standard Code	**Standard**
LAFS.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9–10 Reading standards to literature (e.g., "Analyze an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Strand: Standards for Speaking and Listening	
Cluster 2: Presentation of Knowledge and Ideas	
Standard Code	**Standard**
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Strand: Language Standards	
Cluster 1: Conventions of Standard English	
Standard Code	**Standard**

LAFS.910.L.1.1	Demonstrate command of the conventions of standard English and usage when writing or speaking.
	  a. Use parallel structure.
	  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	
	Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.910.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	  a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.
	  b. Use a colon to introduce a list or quotation.
	  c. Spell correctly.
	
	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Course Outline and Overview

Week 1: Students complete a Color Personality Test & create a Mask to describe themselves. To accompany their masks, students write an essay explaining their stylistic choices and their personality test results.

Week 2-4: Read a piece of literature as a class with a myriad of characters of varying in personality. (This lesson is exemplified with the Greek Tragedy, Antigone.) Students can either choose or be assigned a character before reading or after reading the story. If assigned before, students are to track their characters quotes/actions and personality traits. If assigned after, students are to go back through the story to find textual evidence.

Week 5: Students are given masks, directions and a rubric. Students will then begin to decorate the mask for their assigned character using a combination of symbols and color connotation.

Week 6: Finally, students will write an essay proving textual evidence to support their choices and personality analysis

Lesson Plan

Unmasking my Character		
Objectives/Skills: • Character Development • Color Symbolism • Textual Evidence		

Activities	Materials	Assessments
_____ Journal	_____ Overhead	_____ Test/Quiz
_____ Go over test/quiz	_____ Textbooks	_____ Assignment
_____ Lecture	_____ Workbooks	_____ Discussion
_____ Reading	_____ Film/Video	_____ Homework
_____ Quiz/Test	_____ Novels	_____ Essay / Report
_____ Coop. groups	_____ Handouts	_____ Ques. /Answer
_____ Presentations	_____ Audio	_____ Project
_____ Writing	_____ Power Point	_____ Other:
_____ Peer-Editing	_____ Manipulatives	
_____ Research/ Guest speaker		

| Procedures |
|---|
| 1. **Students complete a Color Personality Test. (See Appendix.)**
 2. **Then, students create masks for themselves based on their results and also incorporate symbols. Option: have students present.**
 Note: This is a good opportunity to discuss the irony of masks hiding identity vs. revealing it.
 3. **Next, read a piece a literature with a multitude of characters and personalities.**
 4. **Assign students characters to track throughout the story. Students should keep a log of textual evidence which identifies their words, actions, and the reactions of others.**
 Note: Students should NOT be tracking the character's looks.
 5. **Then, have students complete the color personality chart in reference to their characters and create masks based on their textual evidence.**
 6. **Finally, have students accompany their mask with an essay/paper justifying their stylistic choices.** |

Resource List

- **Text of your choice (with multiple characters).**

- **Masks (Can be purchased in bulk at www.OrientalTrading.com.)**

- **Markers**

- **Color Pencils/Crayons**

- **Feathers (optional)**

- **Glitter (optional)**

Student Samples
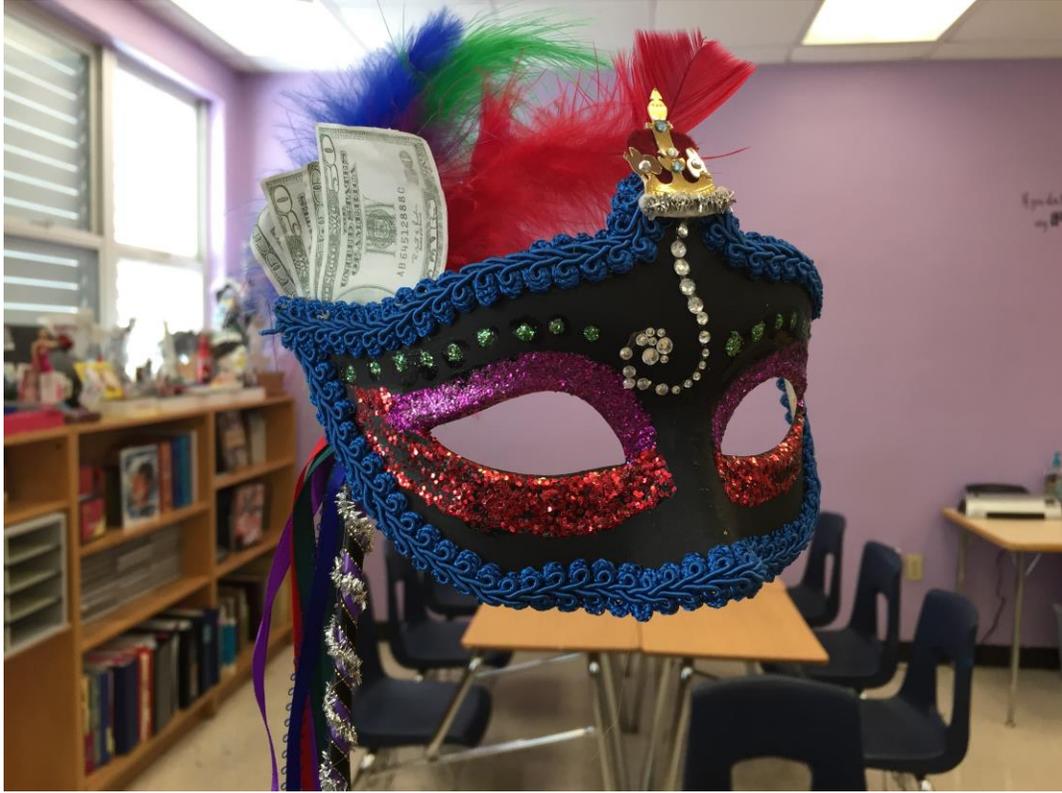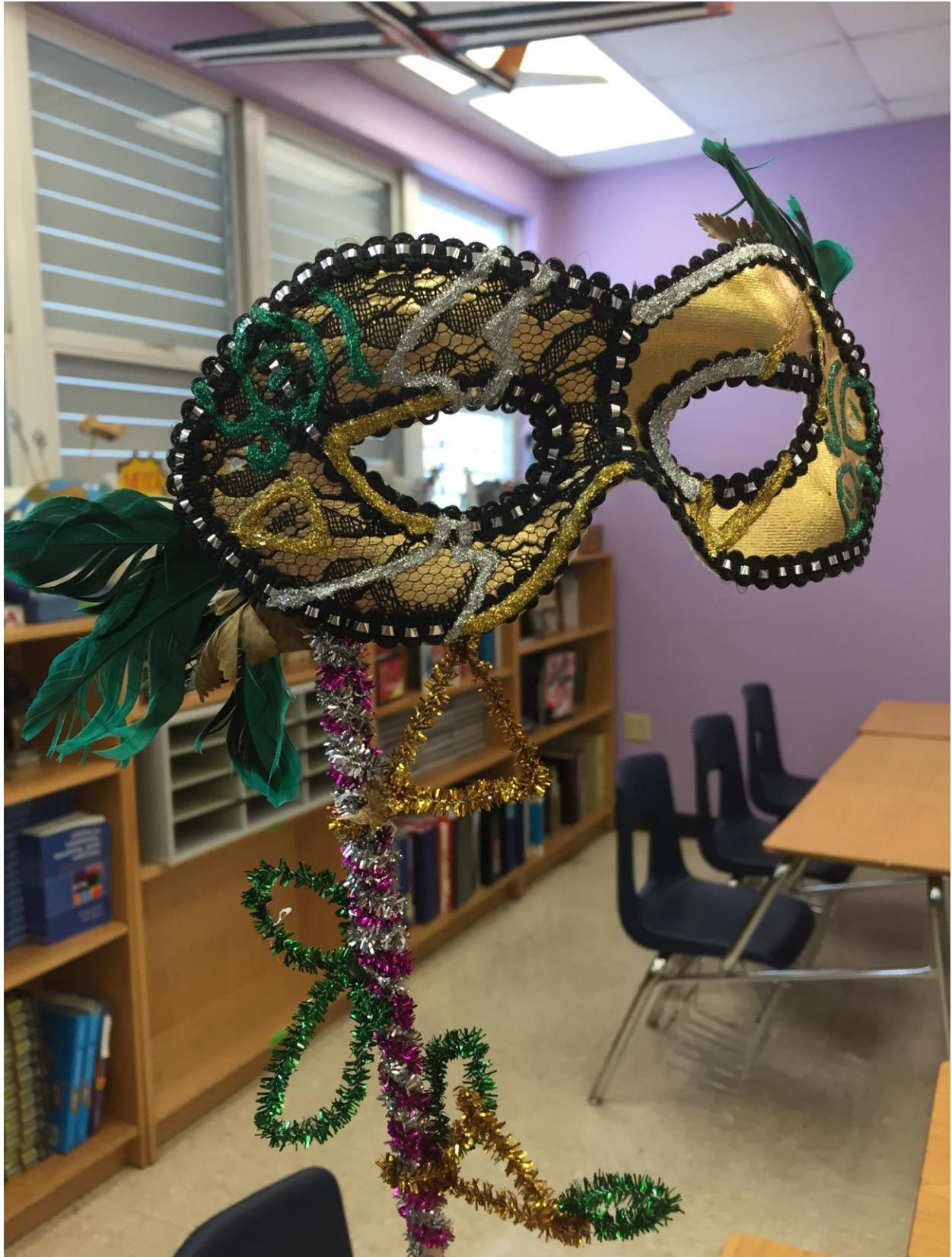
Unmasking my Character Project Directions

Step 1: Choose/ Circle one of the following characters: Antigone, Creon, Ismene, Haemon, or Therisias

Step 2: Analyze your character. What kind of person is she/he? What are their personality traits?

Step 3: Read the color symbolism chart (on the bottom). Decide which colors best represent your character's personality and why. (Choose wisely!)

Step 4: Create a mask to represent the character you have chosen. The colors you use must give insight into their personality displayed in the play. You may also use symbols/ drawings to represent things about them. Feel free to explore creative options such as: feathers, jewels, glitter, fabrics…etc. There is no limit to how you decorate your mask. However, be prepared to explain/ defend your decisions in writing. Everything you choose as decorations must serve a purpose.

Step 5: Write a 1-3 paragraph paper to explain your decoration choices. You must connect the colors and all decorations on your mask to your character's personality and/or actions. Give specific examples from the play *Antigone* to support your argument about your character's individuality. Try to think outside of the box! Be metaphorical! Be symbolic! Be creative! =0)

Color Symbolism Chart

Color	Symbolism
Red	Excitement, energy, passion, love, desire, strength, power, aggression, danger, fire, blood, war, violence, and intensity.
Yellow	Joy, happiness, betrayal, optimism, imagination, hope, sunshine, summer, gold, dishonesty, cowardice, jealousy, deceit, illness, hazard and friendship.
Blue	Peace, tranquility, cold, calm, stability, harmony, unity, trust, truth, confidence, security, cleanliness, order, loyalty, and depression.
Purple	Royalty, nobility, spirituality, mysterious, wisdom, enlightenment, cruelty, arrogance, and mourning.
Orange	Energy, balance, enthusiasm, warmth, vibrant, demanding of attention.
Green	Nature, environment, health, good luck, renewal, youth, spring, generosity, jealousy, inexperience, envy, and misfortune
Brown	Earth, stability, home, outdoors, reliability, comfort, and simplicity
Gray	Security, reliability, intelligence, modesty, dignity, maturity, conservative, practical, old age, sadness, boring, and calm
White	Reverence, purity, birth, simplicity, cleanliness, peace, innocence, youth, good, marriage, and death
Black	Power, sophistication, formality, elegance, wealth, mystery, fear, evil, unhappiness, sadness, remorse, anger, underground, mourning, and death.

Unmasking My Character Project

Criteria	Points Possible	Points Earned	Comments
Creativity/Effort	**30**		
1-3 paragraph(s) explaining mask decorations	**20**		
Specific evidence from the play *****3 QUOTES***** **(10 points each)**	**30**		
Grammar/ Mechanics	**20**		
TOTAL			

What Color is Your Personality?

Objectives:

• Identify characteristics of the four basic personality types.

• Explain why productive groups are made up of a variety of personality types.

• Describe ways to diffuse personality conflicts in a group.

Instructions:

1. Have students circle one word or phrase per line on the Personality Test page that best describes him or her.

2. When they've completed that page, have them circle the corresponding colors on the Tally Sheet. *(For example: if a student circled **sensitive** on line 1 of the test page, he/she would circle **blue** on the tally sheet.)*

3. Once they complete the tally sheet they need to total the individual colors. *(Explain to students that they may have more than one dominate color.)*

4. Go over the descriptions of the four basic personality types and have students answer the discussion questions.

Personality Test Page:

CIRCLE ONE WORD OR PHRASE PER LINE THAT BEST DESCRIBES YOU:

1. self-confident structured sensitive truting

2. spontaneous checks with others dreamer analytical

3. likes involvement likes organization likes being straightforward likes to explore

4. stubborn dictatorial rebellious easily offended

5. demanding nurturing persistent quiet

6. joiner likes to brainstorm resists change takes charge

7. cautious overgenerous harmonious energetic

8. caring/helpful outspoken steadfast behavior mild mannered

9. believable forceful disciplined possessive

10. daring idealist dutiful playful

11. logical contented friendly bold/audacious

12. "eager beaver" imaginative accurate/precise well liked

13. reserved inventive charismatic optimistic

14. authoritative team worker independent conservative/traditional

15. talkative restless conscientious/attentive modest/unassuming

16. leader counselor designer controller

17. meticulous workaholic supportive self-directed

18. industrious attentive to details prolific mental imager positive thinker

19. task-oriented people-oriented idea-oriented result-oriented

20. emotional flexible/adaptable likes recognition particular

Tally Sheet

1. red green blue yellow

2. red yellow blue green

3. yellow green red red

4. green red yellow blue

5. red yellow green blue

6. yellow blue green red

7. green blue yellow red

8. yellow red green blue

9. yellow red green blue

10. red blue green yellow

11. green blue yellow red

12. red blue green yellow

13. green blue red yellow

14. red yellow blue green

15. yellow red green blue

16. red yellow blue green

17. green red yellow blue

18. red green blue yellow

19. green yellow blue red

20. blue yellow red green

Totals:

RED _____ YELLOW _____ BLUE _____ GREEN _____

Color Personality Results

RED: task and result oriented, likes recognition, likes to be on the move, and doesn't like to be late, generally honest, but their moral compass might deviate during a competitive showdown. *Red personality types tend to make good leaders. They love leadership roles and enjoy "managing" people (sometime perceived as bossy or having big egos).*

YELLOW: people oriented, expressive, friendly, loves to talk, extravagant, optimistic, *Yellow personality types are the glue that holds groups together. They are generally outgoing and fun loving. They are your classroom talkers. Yellows are usually the principal color in most groups. They like to run in packs.*

GREEN: detail oriented, precise, controlled, likes to do things right the first time, likes to complete jobs*Green personality types like order. They generally have neat lockers and organized notebooks. They will keep your group organized.*

BLUE: creative, freethinking, sincere, loyal, caring, perceptive, understanding, open-minded, oftentimes enjoys nature, many like the arts.
Blue personality types are often perceived as quiet, sometimes shy individuals. Oftentimes they may be loners. They are very innovative, idea people.

Because most people are blends of two dominate colors, they will see overlaps of each color trait.

THE EDUCATION FUND
CELEBRATING 30 YEARS

APPLY FOR AN
IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2015-16. Most catalogs can be viewed at The Education Fund website at www.educationfund.org under the heading, "Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by May 2, 2016.

APPLICATION DEADLINE:
December 11, 2015
Apply online at www.educationfund.org

For more information, contact:
Edwina Lau, Program Director
305.558.4544, ext. 113
elau@educationfund.org

THE EDUCATION FUND
CELEBRATING 30 YEARS

Contributors with IMPACT

Platinum Star

FLORIDA MATCHING GRANTS PROGRAM

Gold Star

TD Bank
America's Most Convenient Bank®

Ford Motor Company Fund

Humana Foundation

verizon

ASSURANT®

P L Dodge Foundation

FPL

FLORIDA 123 ABH SUPPORT EDUCATION

Silver Star

PEREZ TRADING COMPANY

Rod and Lucy Petrey

Raj Rawal and Anne Marie Miller

Robert Russel Memorial Foundation

Bronze Star

original IMPRESSIONS℠
Your Marketing Communications Partner®
creative | e-business | print | fulfillment | signs

The Jack Chester Foundation

PNB

Boeing

Miami Sportfishing Tournament/ Gary M. Pappas