**Character Sketch Assignment**  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Draft Due:

Because good stories stem from good characters, we’re starting the writing process with a character sketch. The purpose of this sketch is to examine a character of your choice from *Macbeth*; If you have been keeping track of the various character traits in your binder, this assignment will be easy as you are just taking what you have documented and putting it into paragraph form.

This multi-paragraph character sketch will be broken up into a few steps. Please review each step to ensure you have met the requirements.

1. Write in third person. (Macbeth, he, etc.) You are NOT writing from the character’s perspective. Instead, you are a reader looking into his life, telling his story. Write in present tense.
2. At the beginning, state who the character is, and which novel they are from.
3. Look at the chart below and try to list as many details as possible. You may add details that are not listed. Remember that all of these things are important to who your character is. You must write it in paragraph form using complete sentences.

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| --- | --- | --- |
| Physiological | Psychological | Sociological |
| NameGenderAgeHeight/WeightColor of hair/eyes/skinPostureAppearanceStyleDefectsVoice Walk  | Feelings related to physical selfLife experienceMoral StandardsAmbitionSexual experience/activityFrustrations/DisappointmentsTemperamentAttitude toward lifeComplexesAbilities/TalentsImaginationJudgementTastesHabitsFears | Economic classOccupationEducationHome lifeFamily FriendsCulture/NationalityPlace in Community PoliticsHobbiesSocial life  |

1. Think about the character’s life and list ten attributes that come up often during the novel. They may be physical, social, or psychological. These attributes will be in your paragraph, but it is not enough to just list them, you need to PROVE THEM. In order to prove them you will impede a quote directly from the novel into your paragraph.
2. Once you quote something, you need to add two things:
	1. You must INTRODUCE the quote. Examples are, Romeo says, Romeo says to Juliet that, he states, he believes, he exclaims, he replies, etc.
	2. All quotations will end with a parenthetical citation. This citation proves that you are not plagiarizing and are giving credit to the author. Remember, our in text citations are different for plays.
3. Ensure that your paragraph is in logical order. Try to group certain traits, or start from the beginning of the play to now, or the beginning to the end of the book. You should have 2-4 paragraphs, and a minimum of two pages typed and double spaced. It cannot be shorter than my example.
4. Be sure to format your Character Sketch according to the MLA guidelines. This includes in-text citations, a Works Cited page, and formatting. (Check out the OWL at Purdue. This site has everything you need to know about how to format anything in MLA.)
5. Look over your paragraph for any mechanical errors. Ensure there is no slang or contractions.
6. Read your paragraphs out loud. Your writing should not sound choppy. It should flow.
7. When you hand in your assignment, please attach the rubric on the back.

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Example Character Sketch from *Road to Freedom* (But Your Title Should Be Catchier)

Ficus Owens, a boy from the series of novels by Jean- Paul Sartre called *Road to Freedom*, is a 17-year field hand living on the Powers Plantation in Bucks County Maryland. Ficus is “six-feet tall and has dark brown skin, made darker by his days in the sun” (34). He has an open smile and warm eyes, although his eyes are often marked by wariness when the overseer is around. The author describes Ficus as having a “huge scar running the length of his back that he got when the Master took a cane to him when he was seven-years-old” (56). The master hit him because he was not obeying, and don’t what he was told to do. Ficus has three brothers and two sisters. One of his brothers was sold “down south to work on a cotton plantation” to help pay off debts when Master Power’s father died (55). Working all day in the fields has made Ficus strong and others realize that “he is able to do the work of three men” (74). He knows that he is valuable to the Master, but is also afraid that he may be sold if things on the plantation do not improve. Ficus states “I do not want to be around here, but what choice do I have? (123).

 Ficus has no formal education, although he knows how to hunt, fish, and use the stars to travel at night. When he is talking to his brother, his brother explains that “I survive a lot on what you taught me Ficus. I travel at night by the stars, and I take care of myself” (153). His mother also taught him passages from the Bible, which he has memorized along with some important gospel songs. These songs and passages “keep Ficus’ mind busy as he works” (45). Unfortunately, he is not allowed to sing anymore because of strict regulations following a slave uprising, but he “sings in his head all day long” (66). He has one set of clothing and a pair of shoes that he received last Christmas from the Master. Ficus is not very superstitious, but he does believe that spirits or “haunts” live in the woods. Ficus is not married. He would like to marry Letitia Smith, another slave who works in the Master's house but “he is afraid that if they were to have children, his children would also be slaves” (135). Ficus believes that “any form of slavery is wrong and he desperately wants to be free” (183). He is willing to do anything to gain his freedom, but he will not leave the plantation without Letitia.

Character Sketch Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| **Achievement Criteria** | **Level 1**  | **Level 2**  | **Level 3**  | **Level 4**  | Marks |
| Knowledge & Understanding- understands and expresses character sketch’s purpose- understands character by choosing accurate / appropriate characteristics- knowledge of character sketch format | *Demonstrates limited:*- understanding of purpose (does not provide evidence of thorough character analysis)- understanding of character by choosing inaccurate characteristics- knowledge of format (does not follow format correctly) | *Demonstrates some:*- understanding of purpose (provides some evidence of thorough character analysis)- understanding of character by choosing somewhat accurate characteristics- knowledge of format (sometimes follows format correctly) | *Demonstrates considerable:*- understanding of purpose (provides considerable evidence of thorough / accurate character analysis)- understanding of character by choosing accurate / appropriate characteristics- knowledge of format (consistently follows format correctly) | *Demonstrates a high degree of:*- understanding of purpose (provides insightful evidence of thorough character analysis)- understanding of character by choosing accurate / appropriate / insightful characteristics- knowledge of format (always follows format correctly) |    **/16** |
| Thinking- use of inquiry skills (choice of quotation to support character sketch analysis)- explanation of quotations & trait with its relevance to characteristics | - uses inquiry skills with limited effectiveness by choosing quotations that do not support analysis of characteristic- explanation of quotations & trait demonstrate limited accuracy, insight, relevance | - uses inquiry skills with some effectiveness by choosing quotations that somewhat support analysis of characteristic- explanation of quotations & trait demonstrate some accuracy, insight, relevance | - uses inquiry skills with considerable effectiveness by choosing quotations that support analysis of characteristic- explanation of quotations & trait demonstrate considerable accuracy, insight, relevance | - uses inquiry skills with a high degree of effectiveness by choosing quotations that successfully support analysis of characteristic- explanation of quotations & trait demonstrate a high degree of accuracy, insight, relevance, analysis |    **/12** |
| Communication- effectively communicates analysis of character- spelling, grammar, sentence structure, punctuation- organization, coherence, clarity- use of transitions between characteristics - language style & tense (present, formal, no contractions, third person) | - communicates character analysis with limited effectiveness- 6 or more spelling, grammar, sentence structure, punctuation errors- limited or no organization, coherence, clarity - limited or no use of transitions between characteristics- conversational, informal language written in past tense, use of 1st / 2nd person | - communicates character analysis with some effectiveness- 4-5 spelling, grammar, sentence structure, punctuation errors- some organization, coherence, clarity- some use of transitions between characteristics- sometimes uses informal language, some slang / jargon, some past & present tense | - communicates character analysis with considerable effectiveness- 2-3 spelling, grammar, sentence structure, punctuation errors- considerable organization, coherence, clarity- considerable use of transitions between characteristics- uses formal language, no slang / jargon, uses present tense  | - communicates character analysis with a high degree of effectiveness- 1 or no spelling, grammar, sentence structure, punctuation errors- high degree of organization, coherence, clarity- effective and creative use of transitions between characteristics- uses proper, formal, academic language throughout, no slang / jargon, always uses present tense effectively  |   **/20** |
| Application- use of character sketch format (one paragraph; 3 parameters; topic & conclusion sentences) - use of correct point of view (3rd person)- use of MLA format- incorporation of quotations- evidence of revision / editing | - limited or no use of character sketch format (not 1 paragraph; ineffective or no topic & conclusion sentences)- uses first person instead of third- 4 or more errors in MLA format- quotations are rarely incorporated correctly- limited evidence of revision and editing | - some use of character sketch format (1 paragraph; ineffective topic & conclusion sentences)- sometimes uses first person instead of third- 3 errors in MLA format- quotations are sometimes incorporated correctly- some evidence of revision and editing | - considerable use of character sketch format (2-4 well written paragraphs; good topic & conclusion sentences)- use of third person throughout- 2 errors in MLA format- quotations are usually incorporated correctly- considerable evidence of revision and editing (incorporates suggestions and corrections) | - effective and accurate use of character sketch format (2-4 well developed; well written, effective paragraphs; excellent topic & conclusion sentences)- effective use of third person throughout- 1 or no errors in MLA format- quotations are always incorporated correctly- high degree of thoughtful and meaningful evidence of revision and editing to create a flawless work |  **/8** |

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