Project Outline

Essential (Thematic) Question
Which Qualities of Characters Matter the Most

Guiding Questions
- How does using Net.create to see character traits and relationships help us understand how characters interact in stories?

Assignment 1 - Getting Familiar

- **Objective:** Students will create a simple network to get comfortable with the net.create tool and understand basic data entry and visualization.
- **Learning Target**: I can use the Net.create tool to investigate and visualize the personality traits and connections between myself and my peers.
- **The Network:**
    - **Nodes**: Students, traits
    - **Edges**: Connections between students based on shared personality traits
        - Student — can be described as — Trait
- **Instruction**
    - **Before -**
    - **During -** Creation of Network - Teacher guided. Mixed pairs?
    - **After -** Student Reflection/Discussion
        - What did you learn about your peers from creating this network?
        - How did seeing these connections visually help you understand relationships?

Writing Prompt for the paragraph

- Write a paragraph about yourself by describing three key traits. For each trait, explain how consistently it applies to you using words like 'always,' 'occasionally,' or 'never.' Include a few details about your hobbies and favorite things, and mention who might say these things about you—whether it's a friend, teacher, or family member—without giving your name away. Remember, this is an anonymous game, so keep your identity a secret while still giving us a glimpse into who you are!

List of Possible Character Traits

Honest (Positive)

1. **Friendly** (Positive)
2. **Loyal** (Positive)
3. **Curious** (Neutral)
4. **Creative** (Positive)
5. **Shy** (Neutral)
6. **Confident** (Positive)
7. **Generous** (Positive)
8. **Empathetic** (Positive)
9. **Adventurous** (Positive)
10. **Hardworking** (Positive)
11. **Independent** (Neutral)
12. **Optimistic** (Positive)
13. **Responsible** (Positive)
14. **Sarcastic** (Neutral)
15. **Impatient** (Negative)
16. **Stubborn** (Negative)
17. **Insecure** (Negative)
18. **Self-centered** (Negative)
19. **Moody** (Negative)
20. **Gossip-prone** (Negative)
21. **Overly competitive** (Negative)
22. **Pessimistic** (Negative)
23. **Rebellious** (Negative)
24. **Short-tempered** (Negative)
25. **Disrespectful** (Negative)
26. **Supportive** (Positive)
27. **Courageous** (Positive)
28. **Compassionate** (Positive)
29. **Ambitious** (Positive)

Project Objective

Students will use the Net.create tool to analyze characters and character traits in various texts, exploring how these elements relate to real-life contexts. They will write an essay (argumentative) to determine which qualities of character matter the most, and reflect on their insights gained from the analysis process.

- **Objective** - After reading excerpts from *Walk Two Moons* and *Roll of Thunder Hear My Cry*, students will map the character traits and conflicts of characters using Net.create. Note: use traits from all in one network.
- **Learning Target -** I can analyze the character traits and conflicts of characters in two literary excerpts using the Net.create tool.
- **The Network (Put on chart paper.)**
  - **Nodes:** The name of each character, traits,
  - **Edges:** Connections between characters based on shared character traits, and conflict in the story(?)
    - Character — <u>has conflict with</u> — Character
    - Character — <u>can be described as</u> — Trait
    - Character — <u>Feels</u> — Emotion
  - **Attributes**
    - Nodes
      - Types: Character, Trait, Emotion
      - Provenance: Source
    - Edges:
      - Types: has conflict with, can be described as, or feels
        - Quote
      - Provenance:
        - Source (what page / line)
        - Person inputting
  - **Comments: Preprep students on character traits by rereading texts and doing a graphic organizer for assigned characters. Students will be given a character and text to analyze. Students will choose the traits for the character(s) assigned and work in pairs to gather supporting textual evidence. (Wednesday-Friday) Monday review the canva with the class**

on the net create program.

- ■ I agree because - I disagree because
- **Instruction**
  - ○ **Before -** Read all passages
  - ○ **During** - Network Creation - Students work collaboratively pairs(?) to input nodes (characters) and connections (traits, conflicts) in Net.create.
  - ○ **After -** Reflection/Discussion
  - ○ Possible Guiding Questions: (Put on chart paper):
    1. Which character reminds you most of yourself? Why?
    2. Which characters are more resilient based on their character traits? – link it back to the essential question for the second unit - which character matters most?
    3. What characters are related based on the data you see?
    4. Are you surprised by the connections you see?
    5. What character(s) have the most centrality (importance)? (Largest dot on the data because it has the most connections.)
    6. Do the protagonist (main character) share any character traits? Were you surprised by the shared traits?

Assignment 3 - Real World Thematic Connections

- **Objective**: In this phase, students will use Net.create to create a detailed network that explores how characters from multiple stories embody thematic ideas. They will then extend their analysis to make connections to real-world examples or personal experiences, demonstrating a deeper understanding of how literature reflects and relates to the world around them
- **Learning Target:** I can use Net.create to create a complex network that explores thematic connections between characters from three stories and relates them to real-world examples and personal experiences.
- **The Network:**
  - ○ **Nodes:** Characters, thematic ideas, real world experiences

- ○ **Edges:** Relationships between the characters to thematic ideas to other works and real world experiences.
  - ■ Character — <u>Represents the theme of</u> — Thematic Idea
  - ■ Title of Work — <u>thematically connects to</u> — Thematic Idea
  - ■ Personal Experience — <u>thematically connects to</u> — Thematic idea
  - ■ Social Issue/history — <u>thematically connects to</u> —- Thematic Idea
- ○ **Attributes**
  - ■ Types - Character, Work/Title, Thematic Idea, Experience, Social Issue
  - ■ Note/Citation - The thematic message is…
- ○ **Comments**
  - ■ I agree because…
  - ■ I disagree because…
  - ■ I can connect because …
- ● **Instruction**
  - ○ **Before**
  - ○ **During -** Students work in groups to create the network, emphasizing thematic connections.
  - ○ **After -** Discussion/Reflection

Assignment 4 - Argumentative Essay

- ● **Objective -** For the final assignment, students will synthesize their findings from the data networks and their literary analyses.
- ● **Prompt:** Argue which qualities of characters matter the most in a friend. Use your network analysis to show to justify your claims.

<u>Connecting to EDP</u>

- ● Initial Thoughts - for the project only Part 3 and the Essay should be adapted to the EDP for a PBL. The previous two assignments were building up to the third network and literary analysis essay.
  - ○ **Ask -** Revisit the unit's essential (thematic) question: "How do relationships shape us?"

- ○ **Imagine - ???** Entry Event **???**
- ○ **Plan -** Students brainstorm a list of potential thematic ideas (e.g., isolation, overcoming hardship etc..) Maybe generate predictions about the network they will create.
- ○ **Create -** Students use Net.create to create a network(s), focusing on thematic connections. They refine their network(s) by incorporating peer feedback and adding real-world examples.
- ○ **Improve and Test -** Students examine the network to guide their essay planning, incorporating feedback from teachers and peers.
- ○ **Share -** Essay Submission and Discussion: Students submit their final essays. Students then participate in a class discussion activity to share what they learned and how the project helped them understand literary themes and real-world connections.

Other Things to Consider/Concerns

- ● Is the scope of this project too big?
- ● Is what I have envisioned a proper way to incorporate this digital tool? Will it be used in the right way? Do I have a misunderstanding of its functionality?
- ● What does differentiation look like on this project?
- ● Similarly - what's the best way to group students on this project.
  - ○ What group roles need to be assigned?
- ● I am not overly concerned with timing or taking away time from the curriculum, because it adapts my curriculum from the pacing guide, BUT how will students be assessed throughout this project (aside from the final grade on the essay)
  - ○ Formative assessments - what checks for understanding need to be included on my clipboard cruising checklists.
- ● Look at standards - I know which reading standards - but how does the project fit in with digital literacy standards?
- ● What barriers to learning exist within this project?
- ● Is the essay prompt effective? Does it reflect the overall goal/understanding of this project laid out in the objective?
- ● For the scope of the project - I think the networks need to be partially pre-built as

it will save instructional time, and be a scaffold for students. For example …

- ○ For the first network, some personality traits are preloaded, but students can add in more (just like in our example).
- ○ For the second assignment - all the characters from the two stories need to be preloaded nodes, and students add in character traits? Maybe as a scaffold, some traits could also be loaded and then students could add in more as they delve into the text.
- ○ Similarily, for the third assignment, all the characters from the stories need to be preloaded nodes, and then students brainstorm and input thematic ideas and add connections to real world contexts.
- ● Honestly, I think the easier parts of this project will be the network, but then using the network to draw conclusions is going to be the harder part of the project. That's some higher level thinking, so I really need to be prepared for discussion and create discussion stems/questions to facilitate analysis.

Third Phase

- ● Revise the prompt
- ● To combine with 4th 9 weeks
- ● Vote and weighted
- ● Filters