ideas with IMPACT

idea packet
Unmasking My Character

Sponsored by: Ford Motor Company Fund
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School mail code: 7111

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www.educationfund.org
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“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.
### Cluster 1: Key Ideas and Details

<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Standard</th>
<th>Cognitive Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.RL.1.1</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Level 2: Basic Application of Skills &amp; Concepts</td>
</tr>
<tr>
<td>LAFS.910.RL.1.3</td>
<td>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.</td>
<td>Level 3: Strategic Thinking &amp; Complex Reasoning</td>
</tr>
</tbody>
</table>

### Cluster 2: Craft and Structure

<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Standard</th>
<th>Cognitive Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.RL.2.4</td>
<td>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).</td>
<td>Level 3: Strategic Thinking &amp; Complex Reasoning</td>
</tr>
</tbody>
</table>
### Strand: Reading Standards for Literature

#### Cluster 4: Range of Reading and Level of Text Complexity

<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.RL.4.10</td>
<td>Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

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### Strand: Writing Standards

#### Cluster 1: Text Types and Purposes

<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.W.1.2</td>
<td>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.</td>
</tr>
</tbody>
</table>

  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
<table>
<thead>
<tr>
<th>Strand: Writing Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster 2: Production and Distribution of Writing</strong></td>
</tr>
<tr>
<td><strong>Standard Code</strong></td>
</tr>
</tbody>
</table>
| 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 |

<table>
<thead>
<tr>
<th>Strand: Writing Standards</th>
</tr>
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<tbody>
<tr>
<td><strong>Cluster 3: Research to Build and Present Knowledge</strong></td>
</tr>
<tr>
<td><strong>Standard Code</strong></td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Standard</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Standard</th>
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</thead>
</table>
| 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*                                      |
**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.
**Unmasking my Character**

**Objectives/Skills:**
- Character Development
- Color Symbolism
- Textual Evidence

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

**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.
• 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)
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

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity/Effort</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 paragraph(s) explaining mask decorations</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific evidence from the play</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><em><strong>3 QUOTES</strong></em></td>
<td></td>
<td>(10 points each)</td>
<td></td>
</tr>
<tr>
<td>Grammar/ Mechanics</td>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**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 trusting
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.*
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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.

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elau@educationfund.org
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