

ELA Virtual Learning

A.P. English Lit. and Comp.

May 22, 2020



Lesson: **May 22, 2020**

Objective/Learning Target:

Students will be able to effectively analyze characterization to find meaning in an AP worthy text .

Success Starter

Directions: On a sheet of paper, write for a few minutes reflecting on who you were when you were 11 years old. Who were your friends? Where did you live? Who was your teacher? Who was in your class? What was important to you? How would your parents, your grandparents, a coach, or a teacher describe you at this age?

Characters

Characters can often be narrators in a text depending on the point of view. What readers often need to remember is a character is a compilation of experiences and perspectives. Character perspective in a text is crucial for understanding the events, culture, and reactions of the characters themselves as well as the characters around them.

Character interaction can reveal a lot about stereotyping, societal expectations, and assumptions. The same story told from another character's perspective can reveal even more depth and understanding which can help readers extract even more meaning from a text.

Characters are never infallible. Their point of view may not always be reliable—depending on their circumstances. Their friends, role models, age, race, culture, home-life, social status, and education should always be a consideration when analyzing a character.

Character Analysis

Directions:

Read carefully the following story by Sandra Cisneros. Use the CHEESEWRAP strategy link to help you analyze Rachel. Either create a document to fill out while you read, or write it on a sheet of paper.

[Eleven by Sandra Cisneros](#)

[CHEESEWRAP](#) strategy

Character Analysis: Rachel Example

Culture: Latina? I am assuming based solely off her classmate's names, and the author

Home-life: she has a Mama and a Papa who will be celebrating her birthday with her

Experiences: the sweater, being 11 but not feeling 11, Mama crying because she might feel 3, birthday cake

Education: limited- 5th/ 6th grade- I base this solely on the age I was in the 5th and 6th grade

Social Status: assuming poor based on her teacher believing the ratty sweater was hers

Expectations: she is older- she should feel wiser maybe. Celebrating her birthday.

Will: disillusioned, frustrated, overwhelmed, disappointed, she has the courage to act- even when she's blamed

Role Models/Friends: the two girls in her class, Mrs. Price, Mama, Papa

Age: Eleven - and all the ages that lead up to 11- I think she is feeling 3.

Personality traits: positive, courageous, intelligent, sensitive, observant

Character Analysis: Mrs. Price

Directions:

Revisit the following story by Sandra Cisneros. This time, you will use the CHEESEWRAP strategy link to help you analyze Mrs. Price. Either create a document to fill out while you read, or write it on a sheet of paper.

[Eleven by Sandra Cisneros](#)

[CHEESEWRAP](#) strategy

Character Analysis: Mrs. Price

Culture: White/Caucasian? Not Latina I am basing this solely off her last name.

Home-life: n/a

Experiences: red sweater, trying to find the owner, Rachel refuses and makes a scene, rightful owner claims sweater

Education: college educated- as a teacher

Social Status: at least middle class, she is married so maybe upper middle class if her husband has a good job

Expectations: finding the sweater owner, Rachel to take the sweater and put it on, Rachel & class to continue with class.

Will: frustrated, insulted, motivated- must be right even if she is wrong, task-oriented,

Role Models/Friends: the two girls in her class- one who says the sweater is hers, the other who realizes it's hers

Age: Eleven - and all the ages that lead up to 11- I think she is feeling 3.

Personality traits: intelligent, impatient, driven, unobservant, sensitive, demanding, strict, authoritarian

Questions

Directions:

Answer the following questions on the same sheet as your success starter:

1. To what extent does “Eleven” remind you of when you were eleven or so years old?
2. What is your impression of the narrator? How do you respond to her predicament?
3. What does the narrator mean by saying “when you’re eleven, you’re also ten, and nine, and eight, and seven and six, and five, and four, and three, and two, and one”?
4. What clash in values does the story dramatize?
5. What impression of the worlds of childhood and adulthood does it convey?

Question Answers

***Your answers may vary.**

1. To what extent does “Eleven remind you of when you were eleven or so years old?

I remember on one hand wanting to be celebrated for things like my birthday by my peers and teachers. It was important to not feel invisible. And a small disagreement to my parents was huge to me.

2. What is your impression of the narrator? How do you respond to her predicament?

She is sensitive and feels insulted by the insinuation that the sweater is hers because of the appearance- and the fact that the teacher insists that it's hers when it's not. I would be horrified, and probably would burst into tears as well- not only is she humiliated- but on this special day makes it even more devastating.

3. What does the narrator mean by saying “when you're eleven, you're also ten, and nine, and eight, and seven and six, and five, and four, and three, and two, and one”?

She means you are a combination and compilation of all these ages rolled into one- not just one number. You can't be defined by the largest number because your age is made up mostly of all the ages that come before it.

Question Answers Con't

***Your answers may vary.**

3. What clash in values does the story dramatize?

It shows a clash in cultural values between white and Latino cultures. On the one hand, Rachel and her wanting to celebrate her birthday with family and not wanting to be singled out- her disappointment and anger at her lack of support from her teacher or classmates emphasizes the family and support system of Latino culture. It also exaggerates the individuality and selfishness of white/caucasian culture. Mrs. Price's refusal to listen to Rachel, her focus on what she needs to accomplish not taking into account Rachel's feelings all portray this.

4. What impression of the worlds of childhood and adulthood does it convey?

It shows what is important to a child is not always what is important to an adult. Children are much more focused on relationships and adults are much more goal driven. Childhood is defined by many small but significant moments that shape their world and how they view themselves and those around them. Adulthood minimizes those small moments- not because they are not significant, but because professional and life goals change with the amount of responsibility you inherit with the freedoms of being an adult.

Character Reflection

Directions: On the same sheet of paper as your questions, write a response to the following questions:

How important are relationships to Rachel? Mrs. Price? Use details from the text as well as your own anecdotal evidence to support your response.

Character Reflection Example

How important are relationships to Rachel? Mrs. Price? Use details from the text as well as your own anecdotal evidence to support your response.

Relationships play a bigger role in Rachel's life at this point because she is 11- and especially because it's her birthday. In elementary school, a birthday is often celebrated. You bring cookies, you wear a funny hat. People sing to you- humiliating you yes- but because they are celebrating you. Rachel finds herself being humiliated at the expense of a potential bully and an oblivious teacher. This is why she bursts into sobs at her desk.

Mrs. Price seems to either be distracted, insensitive or a task-master. As a teacher, her job is to make sure students are learning. She might see her role as more of a boss than a mother. More professional. I am not saying relationships are not important to her- maybe she is just having an off day (allowing a sweater to completely disrupt her classroom and destroy Rachel's day). She just appears to not be a warm and fuzzy type of teacher.

Additional Resources

Videos:

[Exploring Contrasts in Characters: College Board AP Lit. Lesson](#)

[“Eleven”: Sandra Cisneros reflection and reading of this story](#)