



Character Changes

Characters can change and do change, prompted by story events and interactions with other characters. It is through change that growth occurs and lessons are learned. Peter Rabbit learned his after many challenges and much self-reflection.

Kentucky English and Language Arts: Arts and Humanities
Reading (1.2) Arts and Humanities (2.24, 2.25) Grades 4-6
Character Development
Academic Expectations:

- 1.2 Students make sense of the variety of materials they read.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

Ohio Language Arts Standard > Reading Applications: Literary Text
Character Development
Benchmarks Grades 4-6

- A. Describe and analyze the elements of character development.

Objective

Students will:

- Examine character development as a story progresses.
- Understand how character change aids development of the moral or lesson of a story.

Assessment

Students will be able to:

- Identify changes in a character as affected by story events.
- Describe the role of multiple characters and their interactions with a main character.

Sample selected response items to gauge student understanding:

1. Complete this sentence. A character is _____.
Answer: A person, animal or personified thing found in books, movies, cartoons, plays, etc.
2. Explain the role of a character in storytelling and literature.
Answer: Allows a lens for the reader to enter the story and understand the events and happening; gives voice and eyes to the storytelling; point of view.
3. What is the function of multiple characters? What do they do?
Answer: Offer multiple perspectives of the same event for which to evaluate realities and truths.

Vocabulary

- Character
- Personality
- Moral
- Change
- Behavior
- Attitude

Material

- Handout
- Text version of the tale of *Peter Rabbit*

Activity

Peter Rabbit Makes a “Change”

Teacher will:

1. Facilitate student discussion to address the question, “What is a character?”
2. Share with students a text version of the tale of *Peter Rabbit*, and reflect upon The Children’s Theatre of Cincinnati’s production of *The Rockin’ Adventures of Peter Rabbit*.
3. List, on the board, the students’ favorite characters from the tale and play and personal reasons for the liking of those characters.
4. Facilitate discussion to address the question, “What makes these characters unique?”
5. Develop a working definition for the vocabulary term “character.” Include the fact that personality is a large part of what makes a character distinctive or unique.
6. Review the vocabulary words “moral,” “change,” “behavior” and “attitude,” and discuss with students if change was evident in any of the characters within the “Peter Rabbit” tale/play.
7. Group students into 3 or 4 member teams to discuss each character’s feelings and opinions toward Peter Rabbit’s behavior at the beginning of the tale/play, and then at the end of the tale/play.
8. Distribute the Handout, “Peter Needs a Change,” to each student. Students will label each character’s observation of Peter, as “B” for BIG CHANGE, “L” for LITTLE CHANGE, or “N” for NO CHANGE. Allot sufficient time for student groups to complete the handout, and for student discussion of the various characters’ observations of change, if any, in the main character, Peter Rabbit.
9. Have student groups share answers with class. Whole class discussion follows with debate for consensus as to whether the changes were big, little or nonexistent. Next, have students discuss the differences between changes in behavior, and changes in attitude.
10. Facilitate discussion to address the question, “What is the biggest change that Peter Rabbit experiences from the beginning of the story to the end?”

11. Facilitate discussion to address the question, "How do the changes experienced by Peter Rabbit reflect with the lesson or moral of the story?"
"What is the moral of the story?"
12. Have students voice their opinion as to how well the moral of Peter Rabbit was depicted in the play, *The Rockin' Adventures of Peter Rabbit*.

***Language Arts**

Handout: Peter Needs a Change



Name _____

Directions: In groups of 3 or 4, you will discuss and write down in the provided spaces how each character feels about Peter Rabbit's behavior at the beginning of the story, and then at the end of the story. In the last column, you will label observed changes in Peter's behavior or attitude as "B" for BIG CHANGE, "L" for LITTLE CHANGE or "N" for NO CHANGE.

Character	Feelings at the beginning of story	Feelings at the end of story	Changes Made?
Peter Rabbit			Big Little No Change
Flopsy, Mopsy, & Cotton-tail			Big Little No Change
Mother Rabbit			Big Little No Change
Benjamin Bunny			Big Little No Change