PBL Postcard

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Overview

During their investigation of the elements of plot, students were challenged to closely identify and analyze the use of explicit and implicit details for developing character with their basis of inquiry being the "STEAL" (Speech, Thoughts, Effects, Actions, Looks) characterization model. After developing an understanding of the differences between explicit and implicit information and how to identify given details as such, they were tasked with applying their newly acquired knowledge through the creation of their own fictitious characters based upon 1 of 8 given imaginary profiles. Based on their profile of choice, they began developing narratives with a focus on implicit details (showing vs. telling) in order to communicate the unique personality traits they had selected for their emerging characters. In addition to a profile, which, in some cases, were modified to further diversify the physical personas of their characters, students were also given a single, letter-sized sheet of white paper for the purposes of designing bodies that could be attached to the profiles. After designing, assembling, and colorizing their characters, students transferred their characters' narratives to index cards, which were attached to the front of the finished products. Using a mix of visual and written media, students demonstrated their understanding of how authors bring characters to life through the use of both explicit and implicit details.

Driving Question
How does the use of implicit details assist an author in developing a literary character and effectively communicating the intended personality traits to a reader?

Student Reflection
"I accidentally cut one of the arms off of the body of my character. Instead of starting over, I embraced my mistake and decided to give my character a physical disability. Doing so made my character more unique than that of many of my classmates. Also, I used details that made my character a positive role model rather than a victim. I turned my mistake into a happy ending."

Lessons Learned
"For future applications of this project, I plan to increase peer feedback sessions from one to two, thus requiring two rounds of editing and revising on the written component."

Did Project Meet Goals?
5 out of 5 (Definitely would Recommend)

PBL Unpacked (on page 2)
As identified using "Unpack My PBL" within www.pbllounge.org

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PBL Unpacked

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W A N T S

Public Project

Interacting:	Exhibit/Contest
Producing:	Product
	Multimedia Banner Display
Revising/Iterating:	Revise a Product or Service
Presenting:	Utilize Visuals

Media Produced

Artistic Composition:	Fictional Narrative
Physical Drawings/Fine Arts:	Product Drawing or Sketch

Real World Exploration

The Physical World:	The Human Body
Humans in the World:	Civilizations & Cultures
	Family, Friends & Relationships
	Humanitarian Issues
	Modern Living
	Work & Careers
Of the Mind:	Imaginary Beings & Worlds

Authentic Industries & People

Career & Technical:	Arts & Entertainment

N E E D S

Questions & Themes

Challenging Problem:	Express the Intangible Visually
Themes:	Research-based

Project Parameters

Project Timeframe:	1-2 Weeks[1]
# of Project Members	Individual
Grade Level:	Middle School
Authentic Connections:	Peers

Success Skills

Creativity:	Brainstorm
	Change
	Design/Create
	Elaborate/Expand
	Envision
	Improve/Refine
Communication:	Point of View
Collaboration:	Encourage Others
	Incorporate Feedback
Critical Thinking:	Assemble Parts of a Whole
	Innovate
	Clarify Meaning
Instilled Citizenship Values:	Express Empathy/Compassion

Areas of Knowledge & Understanding

Literary Studies:	Literature
	Literary Theory
	Creative Writing

For additional resources provided with this PBL, follow links beneath the **What a Character!** thumbnail on the *Isle of Wight County Schools* page within www.pbllounge.org.