



## Character Education Infused English-Language Arts Lessons

### From the Mixed-up of Mrs. Basil E. Frankweiler: Character Analysis

**Grade Level: 7 (Remedial Reading)**

**Character Education Focus: Respect and Integrity**

#### Summary

Students will analyze one of the main characters in the novel, *From the Mixed-up Files of Mrs. Basil E. Frankweiler* in relation to several core ethical values. They will reflect on the character's behaviors, thoughts, and motivations. Students will reflect on their own actions and words as well as take the perspective of that character and relate his/her experiences to their own lives. (Three 45-minute periods.)

#### Materials Needed

1. One piece of white 18"x12" construction paper for each student
2. Rulers and scissors
3. Crayons, colored pencils, markers, etc.
4. *Values Paper Chain Doll* handout
5. *Values Paper Chain Doll* rubric handout
6. *Definitions Of Ethical Values* handout

#### Academic-Character Education Objectives

Students will:

1. Provide examples from their own experiences of core ethical values such as *honesty, fairness, trustworthiness, respect, compassion, self-discipline, responsibility, and loyalty.*
2. Identify core ethical values displayed by the novel's character and discuss ways that they do or can show that same ethical value.
3. Relate the identified values to their own lives.
4. Create a character paper chain doll that demonstrates their character analysis.

#### California English-Language Arts Standards Addressed

Reading

3.0 Literary Response and Analysis

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Writing

1.0 Writing Strategies

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

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## Lesson Procedures

### Part One

1. Explain the objectives of the lesson. Have students pick one of the two main characters, Claudia or Jamie, to analyze. First they will examine a list of ethical values.
2. Distribute the handout and review the definitions of the ethical values. Ask students to work in pairs. Assign one or two values per pair so that all the words are assigned.
3. Have each pair generate one example for each value. Provide an example for one of the values. Then have them share out their example for the class and tell why this is an example of the value. Have the students “agree” (thumb up) or “disagree” (thumb down) if they think this example illustrates the value. If it does not ask students for another example with their explanation.

### Part Two

4. During their reading of the novel, ask the students to find examples that demonstrate the ethical values from their list. Have them write the value and page number-paragraph references or mark the pages with post-it-notes.

For example: When Claudia tells Jamie, “I’ve picked you to accompany me on the greatest adventure of our mutual lives,” and tells him of her plan to run away from home and have him accompany her she is showing that she thinks Jamie is *trustworthy*.

5. Have students identify and share their examples as the novel reading progresses.

### Part Three

6. Distribute the *Values Paper Chain Doll Instructions* and one piece of white 12: x 18” construction paper per student along with colored pencils or marking pens. Instruct them on the directions and demonstrate as needed.
7. Have students share their paper chain dolls in small groups using a round robin turn-taking structure. Each group will select one student to share their paper chain doll and character analysis with the class.
8. Ask students to reflect on the ethical value they identified for themselves in a journal entry and describe ways that they can continue to improve in showing that positive value at home and in school. Prompt: “What ethical did you choose for yourself? Why? How can you further demonstrate this attribute?”

## Academic–Character Education Assessment

1. Students and teacher can use the *Values Paper Chain Doll Rubric* to assess their work.
2. The content of the journal entries can be assessed to determine the degree to which each student understands and demonstrates the ethical value that was chosen.

## Reflective Journaling Prompts

- Which character appeals to you most in *From the Mixed-up Files of Mrs. Basil E. Frankweiler*? Why?
- How would you describe either Claudia or Jamie?
- In the story, Claudia told her brother “she didn’t run away to come home the same.” What did she mean? Do you think she came home the same or different? Why? If she was different, how was she different?
- Claudia felt she was treated unfairly at home, that she had too many chores, and that her allowance was too small, so she decided to run away. What else she could have done instead of running away? What negative value illustrates her decision to run away?
- Claudia had three younger brothers, and she chose Jamie to run away with her. Why do you think she chose Jamie? If you needed to choose someone to help you do something secret what ethical value would you want the person to have? Why?

### Extensions and Variations

Have students conduct research to learn more about the Metropolitan Museum of Art. Using a map, have them trace the steps of Claudia and Jamie.

Show students photographs of Michelangelo's art and sculptures. Have them select their favorite and write a brief story about it. (Remind them of the mystery of the angel in the story.)

### Teacher Notes or References

Character paper chain doll adapted from *Awesome Hands-on Activities for Teaching Literary Elements* by Susan Van Zile, Scholastic Professional Books, 2001.

*From the Mixed-up Files of Mrs. Basil E. Frankweiler* was written by E. L. Konigsburg, and was awarded the John Newbery Medal in 1968. It tells the story of twelve-year-old Claudia and her nine year old brother, Jamie, who run away and live in the Metropolitan Museum of Art in New York City. They become fascinated with a statue on display at the museum and it leads them on an adventure of mystery and discovery.

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Editor: Cheryl J. Jensen

*From the Mixed-up Files of Mrs. Basil E. Frankweiler*

## ETHICAL VALUES PAPER CHAIN DOLL RUBRIC

_____	<b>Doll One (20 pts)</b>	
	Picture represents character	/5
	Picture represents student	/5
	Color	/5
	Neatness	/5
_____	<b>Doll Two (20 pts)</b>	
	Quotation is accurate for character	/5
	Quotation is appropriate for student	/5
	Picture, color, and neatness for character	/5
	Picture, color, and neatness for student	/5
_____	<b>Doll Three (20 pts)</b>	
	Quotation is accurate for character	/5
	Quotation is appropriate for student	/5
	Picture, color, and neatness for character	/5
	Picture, color, and neatness for student	/5
_____	<b>Doll Four (20 pts)</b>	
	Likes and dislikes are accurate for character	/5
	Likes and dislikes are appropriate for student	/5
	Picture, color, and neatness for character	/5
	Picture, color, and neatness for student	/5
_____	<b>Doll Five (20 pts)</b>	
	Character attribute is appropriate and examples are clear for character	/5
	Character attribute is appropriate and examples are clear for student	/5
	Character attribute and definition	/5
	Why attribute is important for student	/5
_____	<b>Possible Total: 100 pts</b>	

### Comments:

## ETHICAL VALUES PAPER DOLL CHAIN

1. Draw four vertical lines approximately 3 ½" apart on the paper and fold a large (12" x 18") piece of construction paper in a fan fold so that there are 5 even sections.
2. Draw an outline of the character (boy or girl), making sure that the hands and feet on both sides touch the edges of the paper.
3. Cut along the outline of the doll, making sure not to cut around the hands and feet where they come in contact with the folded edge of the paper (so the five figures are attached together). Unfold, and you should have five, connected dolls. Follow the directions below using markers or colored pencils to draw and write.

### Doll One

Front side: Draw a picture of Claudia or Jamie and color it (include the types of clothes she/he would wear). Write the ethical value that you think best describes the character.

Back side: Draw a detailed picture of yourself. Write the ethical value that you think best describes yourself.

### Doll Two

Front side: Write a typical phrase or quotation from your character and draw a picture on the head that represents that saying.

Back side: Write a typical phrase or saying of yours and draw a picture on the head that represents that saying.

### Doll Three

Front side: Write a phrase or important quotation from another character in the book that describes your character of choice and draw a picture representing that quotation.

Back side: Write what others say about you and illustrate this saying with a picture.

### Doll Four

Front side: Describe and illustrate your character's likes and dislikes.

Back side: Draw your own likes and dislikes with a picture.

### Doll Five

Front side: Identify an ethical value that the character displays through words or actions and find a specific example of that attribute in the story. Write the value and the example.

Back side: Identify an ethical value you display through words or actions and write it on the back of the fifth doll. Describe a specific example of how you display that attribute and write it on the doll. On the head of the doll write why this value is an important part of your character.

## Ethical Values

<i>Value</i>	<i>Definition</i>	<i>Example</i>
<b>1. Respect</b>	Treating others the way I want to be treated. Being considerate and honoring the feelings, opinions, and property of others.	
2. Self-respect	Being good to myself and not putting myself down; taking care of myself.	
3. Self-discipline	Making responsible choices in what I say and do to reach my personal goals.	
<b>4. Responsibility</b>	Being accountable for my own actions and choices (and their consequences) without blaming others.	
5. Dependability	Doing what I say I will do; completing my home and school responsibilities.	
6. Perseverance	Working hard to set and achieve my personal goals; not giving up.	
7. Civic-Mindedness	Getting involved in and contributing to my school and community; helping others.	
<b>8. Integrity</b>	Having the courage to do what is right, even when it's difficult.	
9. Honesty	Being truthful with myself and others.	
10. Academic Honesty	Doing my own work; not cheating or copying; not using others' work without giving credit.	
11. Fairness	Treating others equally and being open to all points of view.	
12. Trustworthiness	Being reliable, keeping promises, and following through on my word.	
<b>13. Compassion</b>	Being kind, caring, and forgiving, even when others might not be.	
14. Courtesy	Being polite, listening to others, and using positive language.	