ENG1DI “The Other Family” -Character Analysis

Adapted from the text *Literature and Media 9*, pg 99

**Step One:** Select one of the daughter or her mother and complete the following chart:

|  |  |
| --- | --- |
| **Character Name:** | |
| **Criteria** | **Quote specific evidence and suggest what it reveals about that character** |
| What does /he say or think? |  |
| How does s/he act? (behaviour) |  |
| What does s/he look like? (appearance) |  |
| What do others say about him/her? |  |

**Step Two**: Select one of the following topic sentences, then develop a complete paragraph in support, using the information from your chart to help prove your answer.

1. In the story “The Other Family”, by Himani Bannerji,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   1. is not what s/he appears to be.
   2. is/not a likeable character.
   3. is a good parent/daughter.
   4. is a brave character.
   5. is a regretful person.

**Step Three: Complete the Outline:**

1. State your topic sentence.
2. State one reason in support of your topic sentence.
3. Use proof from the story in support of your reason, either by,
4. Describing in detail what happened in the story, OR
5. By quoting directly from the story.
6. Explain how the proof proves the topic sentence.
7. Repeat #2-4 for a second reason.
8. State your concluding sentence.

*After seeing the picture her daughter drew, the mother says, “this is not your family. I, you and your father are dark skinned, dark haired” (Bannerji 101). This illustrates how alienated from her culture she feels as she worries that her daughter is not identifying with her family.*

**Step Four:**

Complete your rough draft, go back and add transitions where necessary, and edit for complete, correct sentences.

**Step Five:**

Submit your good copy making sure it adheres to the following parameters:

1. Double spaced
2. 12 font Times New Roman or Calibri
3. Assignment information in top left hand corner
4. Creative and relevant title
5. One paragraph only, indent first line
6. Includes all rough work

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Below Level 1** | **Level 1 (50-60%)** | **Level 2(60-70%)** | **Level 3 (70-80%)** | **Level 4(80-100%)** |
| **Knowledge/Understanding**  -Understands paragraph form    -understands content of short story | -does not follow format of paragraph writing  -shows very limited understanding of short story | -consists of a few elements of paragraph writing  -shows limited understanding of short story | -consists of some elements of paragraph writing  -shows some understanding of short story | -consists of most parts of paragraph writing  -shows considerable understanding of short story | -consists of all parts of paragraph writing with transitions  -shows a high degree of  understanding of short story |
| **Thinking/ Inquiry**  -depth of thought in explanation    -use of relevant proof to support argument | -no depth of thought evident in explanation  -no proof included or are irrelevant | -limited evidence of depth of thought in explanation  -proof chosen has limited relevancy | -some depth of thought evident in explanation  -proof chosen has some relevancy | - considerable depth of thought evident in explanation  -proof chosen has considerable relevancy | - high degree of depth of thought evident in explanation  -proof chosen has a high degree of relevancy |
| **Communication**  -organization of writing    -use of formal language | -writing is disorganized and hard to follow    -does not use formal language | -analysis is organized in some parts, mostly hard to follow  -rarely uses formal language | -analysis is somewhat organized  -uses somewhat formal language | -analysis is organized with significant effectiveness  -uses academic, formal language | -analysis is organized with a high degree of effectiveness  -uses highly academic, formal language |
| **Application**  -Applies grammar rule    -Applies the writing process | -does not use grammar rules  -writing process is used ineffectively or is not used | -uses grammar rules with limited accuracy  -uses the writing process with limited effectiveness | -uses grammar rules with some accuracy  -uses the writing process with some effectiveness | -uses grammar rules with considerable accuracy  -uses the writing process with considerable effectiveness | -uses grammar rules with a high degree of accuracy  -uses the writing process with a high degree of effectiveness |

**Due Date**: Monday October 27 (at the latest)

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mark: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**