

Moving in Character

Purpose

Students will compare and contrast the motivations and reactions of literary characters from different historical eras confronting similar situations and conflicts.

Materials

For the students: copies of *Diary of a Young Girl* by Anne Frank and *Zlata's Diary: A Child's Life in Sarajevo* by Zlata Filipovic, copies of Black Line Master (BLM) *Moving in Character*, pens or pencils, markers, crayons

Activity

A. Pre-Activity Discussion

1. Have the class read copies of or excerpts from *Diary of a Young Girl* and *Zlata's Diary*.
2. Discuss with students the reactions that both characters had to the war that surrounded them.

B. Moving in Character

1. Distribute the BLM *Moving in Character*. Read over the BLM with students.
2. Have students imagine that both Zlata and Anne are attempting to escape the war and create a better life, but they each have only one moving box to take with them. Direct students to help their chosen character pack her box. Have students consider which items their character will take and why the character would need or want each item.
3. Direct students to work individually to make and pack a box that the character will send to her new home. Direct them to include the following:
 - A shipping label that has the character's name, address, and destination written on it.
 - Five items that the character would pack. Explain that these items can be tangible or intangible and that the items do not have to be things that the character already has but they should definitely be things that the character would want. The students can write names for the items or draw the items.

(continued)



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across the
curriculum**

Visual Arts

Have students discuss and create an illustration, collage, or other art form that depicts the more ideal world to which Zlata or Anne would move. Have them specify the characteristics of this new world and contrast them to the wartime environment of their chosen character.



**EXTENDING
THE
ACTIVITY**

Have students report on an independent reading book by repeating this activity with a book and character of their choice.

**Standards Links
8.3.2, 8.3.4, 8.4.6**





Activity (continued)

- A brief explanation stating why the character chose to pack each item. Encourage students to write the statement from the character's point of view.
4. Have students draw or write the names of the items inside the box on the BLM.
 5. Have students share their insights with the class and compare the different ways in which each character reacts to her situation.

Classroom Assessment

Basic Concepts and Processes

When students have finished their moving boxes, ask the following questions to assess their knowledge and continue the discussion of the novels:

-  What are some important things to know about the protagonist of any novel?
 -  How did your character react to the difficult circumstances of wartime?
 -  How are the two characters' circumstances alike or different?
How are their personalities alike or different?
 -  How did you make your decisions about what would be most important to your character?
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Name: _____

Moving in Character

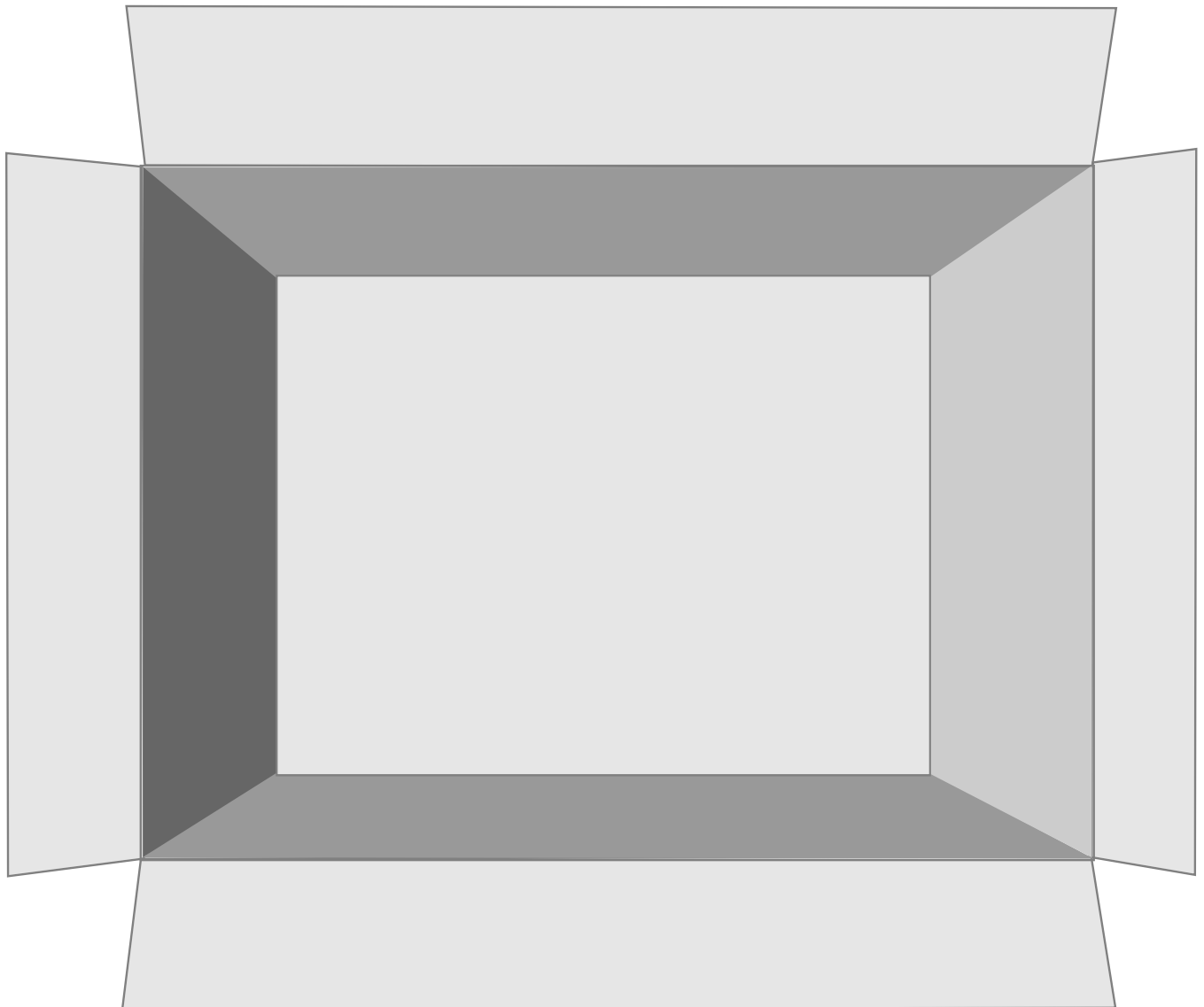
Directions: Imagine that Zlata or Anne has a chance to escape the war. Choose a character you are familiar with and help her pack her most valuable items. Each character can have only one box with five items inside.

Think about the following questions:

What would your character take with her?

Why would she take these things?

Send to: _____



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Teacher Directions

Distribute the BLM *Moving in Character* to students and explain as directed in the activity. Have students work individually to complete the BLM and then share their insights with the class.

Answer Key

Answers will vary.