

Character Journal

For this activity, you choose a character from the play you are reading and for that character, write a journal entry of at least 250 words.

The journal entry must be from the character's perspective as if written by the character.

The entry needs to talk about events in the play, but can include, in fact should include, elements not in the play, such as the character's feelings, questions, hopes, dreams, daily events, etc. In short, you can include most anything one would expect to find in a diary entry, but it needs to be true to the character.

You should write in first person and can use your normal style and tone; you do not have to use Shakespeare's English.

This will be a weekly activity. You do not have to use the same character every week.

Character Journal Rubric

	Content	Grammar and Punctuation
4	Entry reflected the play and character very well. Entry made multiple rich references to events of the play and other characters. Entry is entirely in 1 st person from the character's perspective.	No grammar or punctuation mistakes.
3	Entry generally reflected the play and character. Entry made a couple references to the play or other characters. Entry is entirely in 1 st person from the character's perspective.	1-3 grammar or punctuation mistakes
2	Entry somewhat reflected the play and character. Entry made minimal references to the play and other characters, and they were very ill-defined or explained. Entry point of view sometimes changes.	4-6 grammar or punctuation mistakes
1	Entry does not reflect the play or character well if at all. Few or no references to the play or characters; any references made are not explained or defined. Point of view is unclear.	More than 6 mistakes

Standards on next page

Standards

CCR.ELA-Literacy.WHST.9-10.4, Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.ELA-Literacy.WHST.9-10.5, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCR.ELA-Literacy.WHST.9-10.6, Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCR.ELA-Literacy.WHST.9-10.10, Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.