

DRAFT:

This material is being field-tested during the 97-98 school year.

BOTG Activities for
Ninth Grade Literature

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Created by Heidi Blocker, Carrie Brennan,
and Eve Rifkin

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System Dynamics Project
Catalina Foothills School District
1911 E. Orange Grove Rd.
Tucson, AZ 85718

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System Dynamics Lesson Plan Guide

BOTG Activities for Ninth Grade Literature

Grade Level: 9th Grade

CFSD Curriculum: English and Humanities literature: *Antigone; Siddhartha; Bless Me, Ultima*

Lesson Objectives: Students will analyze characters and their responses to various internal and external conflicts. Students will look for patterns of behavior and how behaviors interrelate. In addition to reflecting on fictional characters, students will reflect on their own behaviors and responses to conflicts.

Activities at a Glance: Students analyze characters. Students create BOTGs and share/discuss BOTGs.

Time Allotment: The activities we've described can vary in time depending on how many follow-up activities the teacher chooses, how much reflective writing the students do, etc. Certain combinations of the BOTG activities work well with the 90-minute block (new CFHS schedule). See attached write-up for descriptions of activities.

Integration Area(s): graphing, analysis, writing, personal fiction

Materials Needed for Lesson:

Materials: paper, text (novel, play, etc.), butcher paper, markers

Media: n/a

Equipment: n/a

Preparation: Gain familiarity/comfort level with BOTGs. Organize way for students to break into groups.

Background Information: The attached write-up.

Activity(ies): See attached write-up.

Debrief/Closure: See attached write-up.

Assessment: See attached write-up.

Sources: *Antigone; Siddhartha; Bless Me, Ultima*

Extension(s): See attached write-up.

Additional Resources for Follow-up Activities/Lessons:
Heidi Blocker, Carrier Brennan, Eve Rifkin
CFHS English/Humanities Teachers
4300 E. Sunrise Dr.
Tucson, AZ 85718
(520) 577-5090

**Activities for using BOTGs with the
ninth grade literature, specifically:
*Antigone, Siddhartha, and Bless Me Ultima***

1. Students brainstorm list of traits or emotions which a character might display throughout the novel.

For example,

We generated the following list which we thought applies to each of the three protagonists: Antigone, Siddhartha and Antonio

defiance	need for others
conviction	courage
anxiety	discontent
self doubt	persistence
solitude	strength of religious beliefs
nonconformity	confusion

2. Students choose or are assigned an item from the brainstormed list (or more than one item) and find evidence of that trait throughout the novel. Students create a chart that lists evidence of the trait accompanied by quotes from the text.

For example,

Antigone's defiance

Act I scene 1 -- A. presents idea to Ismene to break the law and bury brother quote: laws of the gods are more important than the laws of man.

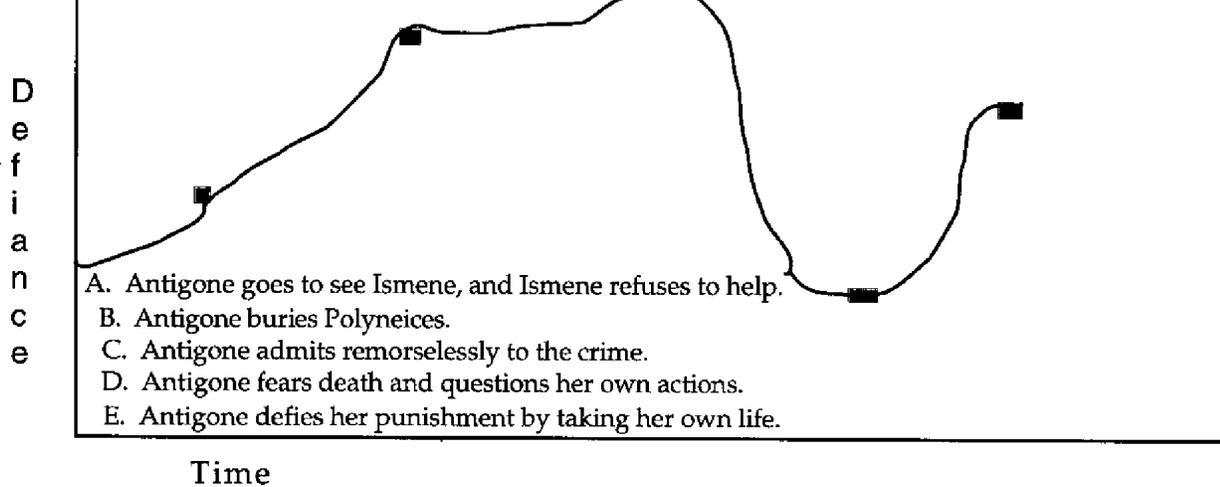
Act II scene 2 -- A. admits to Creon and chorus that she buried brother, has no remorse.

quote:

etc.

3. Students get in like-trait groups and compare/discuss their individual charts and then create a large group graph on butcher paper to be presented to class (20-40 minutes). See attached for example BOTG -- graph1.

Graph1: Antigone's Defiance



Group presentations -- Each group presents their graphs and leads brief question/answer session or discussion.

Gallery style viewing -- each group posts their butcher paper graph around room with space on poster for comments/questions. Students travel in groups and spend approx 3-5 minutes at each big graph. (Groups could stay the same or groups could be reorganized heterogenously so that each trait is represented in each group.) Groups analyze and discuss graphs and leave a comment or a question. Whole group closure discussion could center on the comments and questions left behind on the poster. Another whole group closure discussion could be: what new insights do we have about the character?

3a. Students brainstorm critical events throughout the novel that somehow affected the character (eg. points of conflict, challenges, needs, losses). Students plot these critical events in chronological order along the x-axis. Students then graph changes in one or more traits over time.

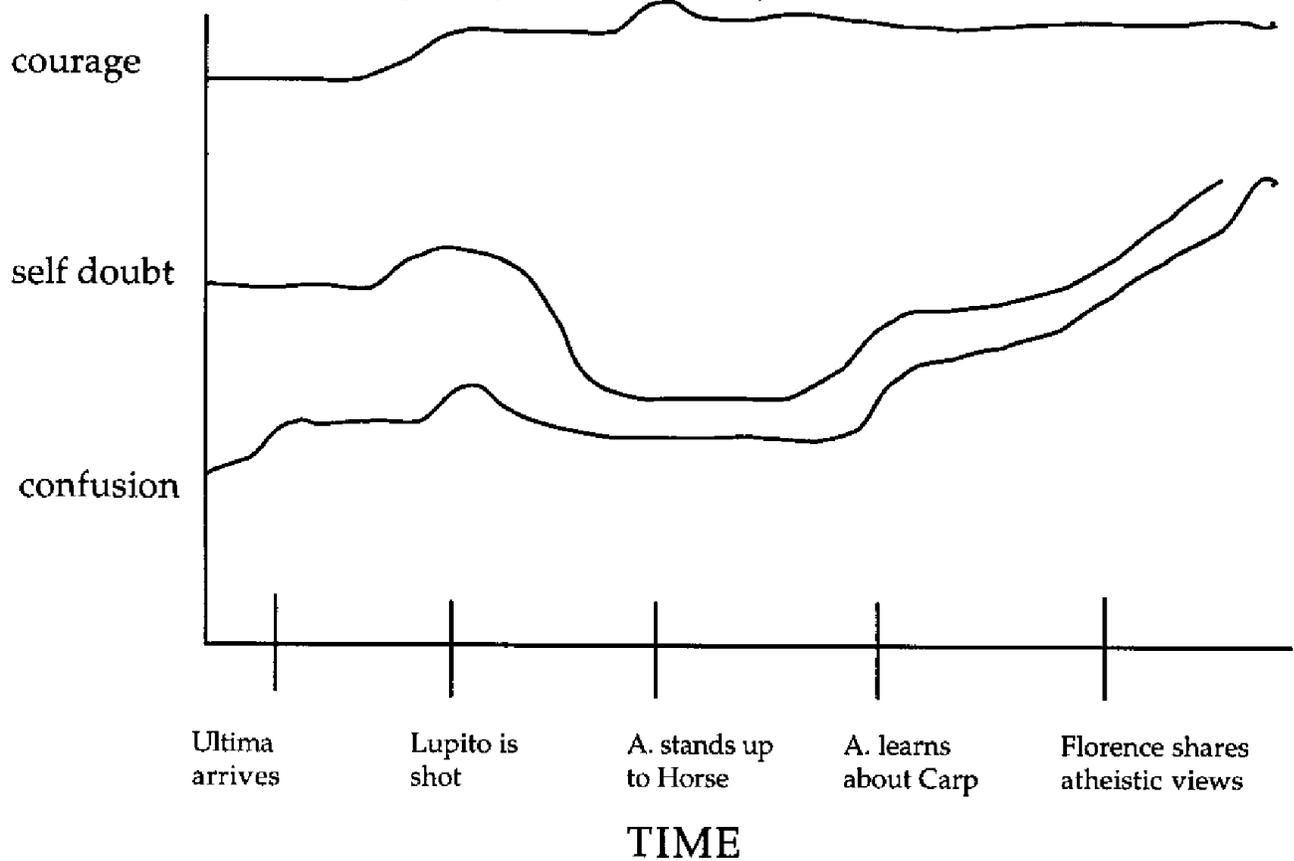
For example,

critical events for Antonio:

- | | |
|---------------------------------|----------------------------|
| Ultima arrives | Lupito gets shot |
| A. stands up to Horse | Uncle Lucas gets cured |
| A. learns about carp | A. goes to catechism class |
| Florence doesn't believe in God | Narciso dies |
| Ultima dies | |

These critical events could be plotted along the x-axis and used for various traits. See attached for example BOTG -- graph2.

Graph2: Antonio's courage, self doubt and confusion



[It's important to remember that the BOTGs are debatable. To some extent, the critical events and the slope of the graph are opinion.]

4. Possible journal prompts and discussion prompts:

What makes people change?

What circumstances cause people to have different to similar situations?

5. Possible assessment:

Students are required to graph the change in a character's personality trait or emotion over the course of the novel as part of the assessment of the novel. In addition, students might be required to write a paragraph explanation of their BOTG.

6. Follow up activities:

a. Create an internal/external journey (visual and/or written) that explores a variety of the graphed traits by incorporating critical events from more than one of the BOTGs.

For example:

Antigone's internal/external journey

internal --> [defiance]

A. goes against C's law

[self-doubt]

A. questions whether or not she wants to die

[solitude]

A. feels despair

external --> A. sprinkles dust on P.

A. gives speech to chorus before being led away

A. is in cave and commits suicide

b. Personal connections activities:

Students choose one of the traits or emotions and reflect on their own lives and do the same process -- create chart, then BOTG.

Students create a personal timeline or personal external/internal journey.

These are good prewriting activities for the personal narrative assignment (even if students do it months before writing the personal narrative).