Grade 6 Literacy
Week of November 2 – November 6

Lesson 2: Positive Personal and Cultural Identity

Each Kindness – Character Study

Every story has characters. Characters can be people, animals, or even objects. How do we learn about a character's personal identity?

- By what they say

- By their actions

- By what they think

- By what other characters say about them

- How other characters react to them

We can learn their **internal** traits (feelings, personality, gender expression) and **external** traits (appearance – height, hair, etc, / actions – rock collector, soccer player, bully) - traits make up their personal identity.

Some characters develop and change, often because they learn a lesson. These characters are called **DYNAMIC** characters.

Watch this video to learn more about character traits and character development: https://youtu.be/wWYpj9aqTr0

You are going to explore the award-winning story, "Each Kindness". Notice the powerful anti-bullying message and amazing art. The main characters are Chloe and Maya. Chloe and her friends won't play with the new girl, Maya. Every time Maya tries to join Chloe and her friends, they reject her. Eventually Maya stops coming to school.

As you listen to the story, pay attention to Maya and Chloe. What are their traits? What evidence shows this? What lessons are learned? You will be asked to identify character traits in your Learning Guide and to give evidence from the story that shows the traits you choose. Can you figure out which character is a dynamic character? (This means it is a character who changes as a result of the events in the story.)
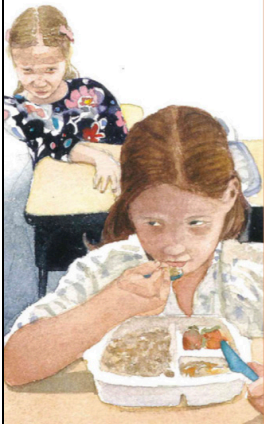
Each Kindness: https://youtu.be/uSTbLZqGGSc

Something to think about: What is something you did or said in the last 24 hours that shows something about what kind of person you are? What does it show or tell us about your personal identity?

2.1B Each Kindness

We look at things and people, without really seeing them – without understanding them. To look at something is to gaze your eyes upon something and just know it's there. To truly see and understand something, you need to look past the obvious appearance in order to pay attention and truly understand.

1. For each text and image below, tell what the students saw/thought/did and what they should have seen/thought/done instead. (Point form on the chart is fine.)

	What the students saw, thought, and did	What the students should have seen, thought, and done
We all stared at her. Her coat was open and the clothes beneath it looked old and ragged. Her shoes were spring shoes, not meant for the snow. A strap on one of them was broken.		
Weeks passed. Every day we whispered about Maya, laughing at her clothes, her shoes, her strange food she brought for lunch.		

Some days, Maya held out her hand to show us what she had brought to school - a deck of cards, pick up sticks, a small tattered doll. Whenever she asked us to play we said no.		
One day, Maya came to school wearing a pretty dress and fancy shoes. But the shoes and dress looked like they'd belonged to another girl before Maya. *I have a new name for her*, Kendra whispered. *Never new. Everything she has came from a second hand store.* We all laughed.		

2. If you saw beyond Maya's appearance how would you describe her. What clues does the text reveal about Maya's personality and internal traits?

3. Who could Maya seek out to ask for help? What should she say to them?

4. Kindness is like tiny waves "each little thing we do goes out, like a ripple into the world." Chloe was unable to think of even a tiny kindness she had done. What small act of kindness could Chloe have shown during the story?

5. Which character was "dynamic" (changed)? How do you know?

6. What is something you did or said in the last 24 hours that shows something about what kind of person you are? What does it show or tell us about you?