

## The Last Dragon Character Sketch

**WebQuest Description:** The Last Dragon is a fantasy novel by Silvana De Mari. It is an Italian novel and has been translated into many different languages. The author provides exquisite descriptions about the characters, the fantasy world and the events that take place throughout the novel. These descriptions make this a great selection to teach students about the process of writing a character sketch and performing a character analysis.

**Grade Level:** 6-8

**Curriculum:** English / Language Arts

**Keywords:** Literature, Fantasy, character sketch, Middle grades, Dragon, elf

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### Introduction

"In a postapocalyptic world, shrouded in darkness and continually lashed by rain, a young elf named Yorsh struggles to survive. When his village is destroyed by the torrential waters, Yorsh finds himself suddenly orphaned and alone — the earth's last elf." But soon Yorsh discovers he is part of a powerful prophecy: "When the water covers the earth, the sun will vanish, the darkness and ice will come. When the last dragon and the last elf break the circle, the past and future will meet, the sun of a new summer will shine in the sky....." Now Yorsh must decipher the prophecy and find the last dragon — it is the only way to end the rains and to save the world from the Dark Age that has begun. Full of great tenderness and humor, this magical journey tells the story of a world now plagued by intolerance and wickedness, and the elf and the dragon who will fight for its redemption."

### Tasks

You will be able to answer the following essential question in depth: How do I thoroughly describe a character in a character sketch? You will be able to create a quality character sketch. You will fulfill the following Georgia Performance Standards: ELA7RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas. ELA7R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. b. Interprets a character's traits, emotions, or motivations and gives supporting evidence from a text.

### Process

**Essential Question:** How do I thoroughly describe a character in a character sketch?  
**Skills/Objective:** You will be able to demonstrate the proper process for writing a character sketch.  
**Opening:** Your teacher will give you the instructions of the character sketch activity. You will work with a partner to review the example of the character sketch with your partner. Use the "who am I" worksheet may help them answer the questions in their character sketch.  
**Procedure:** After you have reviewed the instructions and recapped The Last Dragon you will begin working on the character sketch activity with your partner. The teacher will circulate the classroom, offering feedback, asking questions and encouraging you throughout the character sketch process. The teacher will take up the sketches when the students are finished with their rough drafts. The teacher will review the rough drafts and make comments and suggestions. When you receive your graded rough draft you will complete their final drafts the next day in class.  
**Closing:** Ask any questions in class either to the teacher or your peers. You will fill out a feedback form asking for your thoughts about the activity.  
**Assessment/Evaluation:** Teacher will review the rough drafts and the final drafts for the character sketch requirements and grade accordingly.  
**NOTES:**

### Evaluation

See Attached Rubric: `javascript:nicTemp();`

Category and Score	Excellent	Good	Developing	Not Yet	Score
Character Development	Original, fresh character is believable, consistent, interesting. Naming, detailing, sensory language and figurative language vividly show the character without telling directly. Both personality and physical traits are welldefined and meaningful to understanding the character	Original character is mostly believable, consistent, and interesting. Naming, detailing, sensory language, or figurative language is frequently used to avoid telling about the character directly. Both personality and physical traits are well&#8208;defined.	Character may rely on stereotypes, or may not be believable. Naming, detailing, sensory language, or figurative language is used at times, but direct telling dominates. Personality and physical traits are present.	Character relies on stereotypes and is shallowly drawn. Naming, detailing, sensory language and figurative language is not present. Personality or physical traits are missing.	
				Total Score	

## Conclusion

As you complete this activity, reflect back on the processes that you used, think about the things that were the most intriguing, think of the things that were difficult. How has this lesson expanded your ability to use descriptive language and figurative language? What other academics can you apply what you have learned? How can you expand on what you have learned?

## Teacher Page

**Essential Question:**How do I thoroughly describe a character in a character sketch?  
**Skills/Objective:**The students will be able to demonstrate the proper process for writing a character sketch.  
**Teacher Preparation:**• Make a copy of the following worksheet for each

student to <http://www.teachervision.fen.com/tv/printables/tv00004S1.pdf> [http://www.teachervision.fen.com/tv/printables/goodyear/TimeToWrite\\_CharacterSketch.pdf](http://www.teachervision.fen.com/tv/printables/goodyear/TimeToWrite_CharacterSketch.pdf)• If possible, have a copy of The Last Dragon for each student• The teacher should have read The Last Dragon in its entirety before administering this lesson• Have an outline template made up for the character sketch activity for the learners that need differentiated instruction  
**Teaching Procedures:** Opening:• Recap The Last Dragon• Discuss the instructions of the character sketch activity• Divide the students into groups of two by academic skill level• Provide the example of the character sketch to the students• Inform the students that the “who am I” worksheet may help them answer the questions in their character sketch  
**Teaching Strategies:**• Using a graphic organizer for the character sketch• Using the “who am I” worksheet as a resource• Having the students work in pairs  
**Differentiated Instruction:**• Pairing the students with someone with the same skill level or a different skill level depending on their needs• Providing the student with an outline template  
**Procedure:**• After informing the students of the instructions and recapping The Last Dragon• The students should be in their group with their partner• The teacher is to circulate the classroom, offering feedback, asking questions and encouraging students throughout the character sketch process• Take up the sketches when the students are finished with their rough drafts• Review the rough drafts and make comments and suggestions• Have the students complete their final drafts the next day in class  
**Closing:**• Ask the students if there are any questions• Have the students fill out a feedback form asking them what they thought about the activity  
**Assessment/Evaluation:**• Teacher is to review the rough drafts and the final drafts for the character sketch requirements and grade accordingly

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### Standards

Georgia Performance Standards:

ELA7RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

ELA7R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

b. Interprets a character's traits, emotions, or motivations and gives supporting evidence from a text.

### Credits

Other

