Rubric: Hatchet Final Project – Grade 6

***Dynamic Character Cubes***

**The student will create TWO CUBES to represent what they feel are the two most important ways Brian’s character changed over the course of the novel. Each cube will focus on ONE way the character changed.**

Each cube will focus on a different character trait. The (six-sided) cube will include:

**Side 1**: Title of the novel and main character’s name

**Side 2**: Hand-drawn, coloured graphic that you think is KEY to understanding the story

**Side 3**: Identify one way Brian’s character has changed

- typed heading with a paragraph of supporting information with page #’s

**Side 4**: A quote from Brian, taken directly from the book that exemplifies your choice of

character change, with page number.

Example - "But there is a difference now, he thought - there really is a difference. I

might be hit but I'm not done." (Page 157)

**Side 5**: Give an explanation for why you chose the quote you did and how exactly you think

it shows the change in Brian’s character.

**Side 6**: Illustrate a scene from the novel that relates to this character change.

\*Remember - Ways in which authors show that a character is dynamic:

1) the character learns a lesson 2) come to a new philosophical understanding of the world 2) their beliefs change

3) the character gains maturity

4) the character discover flaws in their world view (they change the way they think about how things are in the world)

5) the character discovers new aspects of their own personality that they did not know were there

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| *HATCHET –* **Dynamic Character Cube** Rubric | | | | |
| Criteria  **CUBE 1 & 2** | 4 | 3 | 2 | 1 |
| Dynamic character information | Clearly communicates through text and imagery both HOW and WHY Brian’s character changed | Clearly communicates HOW and WHY Brian’s character changed | Communicates some information on HOW and WHY Brian’s character changed | Needs more information to communicate  HOW and WHY Brian’s character changed |
| Cube design criteria | All 6 sides have the required information | 4-5 sides have the required information | 3-4 sides have the required information | 1-2 sides have the required information |
| Composition | Cube has been neatly assembled and the composition/ design of each side has been considered and executed with care | Cube has been assembled correctly and the composition/design of each side has been considered | Cube has been assembled. Few design details have been considered | Cube is assembled. Craftsmanship and design is lacking |
| Quote | Chosen quote clearly relates to the character change of the cube. Page number is included. Comprehensive explanation is included. | Chosen quote relates to the character change of the cube. Page number is included. Explanation is included | Chosen quote relates in part to the character change of the cube. Page number is included. Explanation needs more detail | Chosen quote does not relate to the character change of the cube. No page number listed. |
| Grammar | Punctuation and grammar are correct. Text is free of errors | Punctuation and grammar are mostly correct. 2-3 errors | Punctuation and grammar are generally correct. 4-5 errors | Punctuation and grammar need revision 6+ errors |
| Illustration | Illustration relates to the chosen character change and brings part of the book to life for the viewer | Illustration relates to the chosen character change and is easily identified by the viewer | Illustration relates to the book | Illustration does not relate to the character change, nor the book |
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