



# Close reading plan

"The Scarlet Ibis" by James Hurst

Created by Tina Marie Manus, 2014 Connecticut Dream Team teacher

What makes this text complex?			
<b>Text and Author</b>	"The Scarlet Ibis" by James Hurst	<b>Where to Access Text</b>	<a href="http://www.calapitter.net/dead/39/scarlet_ibis.html">http://www.calapitter.net/dead/39/scarlet_ibis.html</a>
Text Description			
<p>This short story was published in 1960. The story is told in the first person; however, the action of the story takes place during a flashback to the early 1900's and concludes in June 1918. It is most likely set in North Carolina, due to the subtle reference to "Dix Hill" in the story, a common nickname for Dorthea Dix Psychiatric Hospital, located in Raleigh, North Carolina. At the beginning of the story, the narrator, "Brother," is at his family home on a cotton-picking farm. In a flashback, he recounts the life of his younger brother, "Doodle." Doodle has many physical handicaps. For example, within the text the narrator stated that, "...he [Doodle] learned to crawl (it was his third winter)..." The narrator recounts his own experiences with his "crippled brother" as he plays with him outdoors, daydreams about the future in Old Woman Swamp, and, ultimately, teaches Doodle to walk.</p> <p>The themes of pride, life, death, expectation, surprise, hope, shame, and resentment are inter-woven throughout the story, painting a beautiful and, at times, cruel picture of brotherhood. The adults in the story are flat characters that include the boys' parents and "Aunt Nicey," a superstitious and colorful character that makes many biblical allusions throughout the story. However, the narrative is primarily concerned with accurately depicting Brother's own internal struggle, denying his brother's physical limitations, through word choice, tone, and telling the story from Brother's point of view. For example, the narrator stated, "When Doodle was five years old, I was embarrassed at having a brother of that age who couldn't walk" and "I was ashamed of having a crippled brother." Unsatisfied with Doodle's accomplishment of walking, and driven by embarrassment and shame, Brother develops a plan to teach Doodle "to run, to swim, to climb trees, and to fight" before he begins school the following autumn. However, Doodle's progress is not fast enough for Brother. Worried about his Brother beginning school as a "cripple," Brother intensifies Doodle's program.</p> <p>In the midst of Doodle's training, a large red bird appears in the bleeding tree on the family's farm. The bird looks sick and tired. The boys' father identifies it as a "scarlet ibis," a tropical bird that has probably ended up there due to a recent hurricane that visited the area. The bird dies, and Doodle insists upon burying it. After, the brothers resume Doodle's training. However, on the way back to the house, a sudden (and severe) thunderstorm begins. Doodle, tired from training, cannot keep pace with Brother begging, "Brother, brother, don't leave me! Don't leave me!" Brother leaves Doodle behind in the storm and, when he returns, finds Doodle dead, blood flowing out of his mouth, and sitting on the ground in the rain.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	1070 Grades 9/10	<b>Text Length</b>	3,269
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>There are multiple meaning/central ideas within the text; however, all themes remain centered around the main character's internal conflict. Themes focused upon such conventional topics as life, death, time, expectation, hope, etc. are ambiguous and developed over the course of the text. Ambiguity is conveyed through subtle word choices, figurative language, and the use of literary devices to describe characters and events through the narrator's point of view.</p>		<p>The text is a narrative short story and follows a tradition plot sequence. There is a clear setting, sequence of rising action, climax and denouement. It begins in the present and then flashes back to an earlier time in the speaker's life. The text has other moments of flash-forwards throughout the text, propelling the action of the story toward the climax; however, the story never returns to the present, where it began. The story has moments of dialogue, but the primary narration is from the perspective of the narrator and amplifies his own internal conflict.</p>	
Prior Knowledge Demands		Language Features	

Students should be familiar with biblical allusions to Christianity, historical references to the early 1900's (World War I era), and have prior knowledge regarding the characteristics of an author's use of narration as a point of view. Students should understand how to use context clues to develop a working definition of unknown words. In addition, students should be able to identify and explain how imagery, word choice, figurative language, and tone are used by an author to create ambiguity, characterization, and develop theme in a story. Furthermore, students should understand how commas are used to punctuate lists and separate clauses.

At times, the language is very dense and complex with rich descriptions and details utilizing ornate figurative language. Some vocabulary used may be unfamiliar to students. In addition, simple sentences and nuance in syntax emphasize important details. Frequently, commas are used in the story for emphasis.

**Vocabulary**

**Tier Two Words (General academic vocabulary)**

*"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)*

- |                 |              |
|-----------------|--------------|
| • rank          | • prodding   |
| • untenanted    | • passable   |
| • billowed      | • glazed     |
| • invalid       | • contrarily |
| • smothering    | • reiterated |
| • idle          | • croaking   |
| • burden        | • clasped    |
| • cling         | • awed       |
| • bedeck        | • exotic     |
| • sullenly      | • lingered   |
| • mournful      | • gilded     |
| • imminent      | • fiercely   |
| • barring       | • limply     |
| • mooned        | • tide       |
| • waltz         | • peal       |
| • serene        | • spite      |
| • infallibility | • evanesced  |
| • descended     | • parallel   |
| • blighted      | • peered     |
| • withered      | • huddled    |
| • entrails      | • ropy       |
| • tassels       | • vermilion  |
| • surveying     | • heresy     |

**Tier Three Words (Domain-specific words)**

*"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)*

- |  |                                     |
|--|-------------------------------------|
| • clove  | • Marquette curtains                |
| • scarlet  | • doodlebug                         |
| • flowers: magnolia, ironweeds,<br>phlox, five o'clocks, saw-tooth<br>fern, wild violets, honeysuckle,<br>yellow jasmine, snake flowers,<br>water lilies, wire grass, petunia,<br>nightshade | • piazza                            |
| • trees: bleeding tree, elm, gum   | • brogans                           |
| • birds: screech owl, scarlet ibis,<br>orioles, egrets   | • Dix Hill (see "Text Description") |
| • caul   | • dog-tongue                        |
| • palmetto fronds  | • cypresses                         |
|  | • stick frog                        |
|  | • oar                               |
|  | • Roman candle                      |
|  | • oyster-rock                       |

**Potential Reader/Task Challenges**

The text has a high Lexile score (1070) and may require direct instruction, “think-alouds,” and guided reading practice to ensure comprehension. In addition, there are many biblical allusions, idioms, and historical references as well. Students unfamiliar with this region of the country may have difficulty with many of the Tier 3 words and require visual representations as references.

**Text-dependent questions**

Question	Standard alignment	Page of this document
How does Brother does show devotion to Doodle? Find two examples from the text, and explain how the examples show displays of devotion by Brother towards Doodle.	CCSS.ELA.RL.9-10.3	5
When the crop is ruined, Brother says, “...we were frightened, and Doodle slipped his hand into mine” (Hurst 7). Why is this event significant in understanding what Doodle thinks about Brother? Give another example in the text that supports your claim regarding Doodle’s perspective of Brother.	CCSS.ELA.RL.9-10.3	8
Compare Doodle’s lie about Peter to the end of the story when Brother says he was “sheltering [his] fallen ibis.” What is Doodle’s metaphor revealing about his (Doodle’s) opinion of his brother? Provide text evidence to support your comparison.	CCSS.ELA.RL.9-10.3	12
Brother uses specific words and phrases to describe Doodle. What can you infer regarding Brother’s attitude towards Doodle? Provide two examples of text evidence to support your answer.	CCSS.ELA.RL.9-10.3 & CCSS.ELA.RL.9-10.4	15
How do Brother’s and Doodle’s definitions of brotherhood conflict? Provide text evidence to support your claims.	CCSS.ELA.RL.9-10.3	19

**Target Standards**

**CCSS.ELA-Literacy.RL.9-10.3**

- Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CCSS.ELA-Literacy.RL.9-10.4**

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

### Question 1

<b>Question #1</b>	How does Brother does show devotion to Doodle? Find two examples from the text and explain how the examples show displays of devotion by Brother towards Doodle.	
<b>Standard(s) covered:</b>	<b>CCSS.ELA-Literacy.RL.9-10.3</b> Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
<b>Example response that meets standard</b>		<b>Look-fors</b>
<p>In “the Scarlet Ibis” by James Hurst, Brother shows devotion for Doodle at various times. For example, when Doodle stood for the first time, Brother stated, “I grabbed him and hugged him” (Hurst 4). This shows that Brother is happy that Doodle has stood because he never did that before. He hugs him to show Doodle that he cares for him and is proud of him for standing. In addition, at the end of the story, Brother is upset that Doodle has died and stated, “...I lay there, crying, sheltering my fallen scarlet ibis...” (Hurst 11). This example shows that Brother is upset about Doodle dying. Brother is upset because he cared for Doodle and his death has made him realize that he cared about his brother. These examples show how Brother showed his devotion to Doodle.</p>		<ul style="list-style-type: none"> <li>• Accurately supports the claim with two appropriate examples of text evidence to answer the question.</li> <li>• Accurately explains how the text evidence answers the question in one or two sentences of elaboration.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson, you will learn how to analyze how complex characters interact by identifying the emotions of the main character.	
<b>Prior knowledge to review</b>	<b>CCSS.ELA-Literacy.RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	

<p>1) Re-read and locate sections of the text that show the characters interacting.</p>	<ul style="list-style-type: none"> <li>• I wonder what kind of interaction between Brother and Doodle is the question asking me to find?</li> <li>• I know that “devotion” is a state of being, usually displayed through physical actions and accompanied by positive feelings or emotions for someone else.</li> <li>• Therefore, I need to recall and review my notes for places where Brother is displaying positive physical actions towards Doodle.</li> </ul>
<p>2) Ask yourself, “Which of these selected interactions clearly illustrates the emotion I am trying to describe?”</p>	<ul style="list-style-type: none"> <li>• Now, I need to review the different selections I have chosen.</li> <li>• The question asks me for two examples.</li> <li>• Therefore, I need to select only two quotes to use as text evidence.</li> <li>• For example, when I consider the first example, “I grabbed him and hugged him” (Hurst 4). This shows that Brother is <i>happy</i> because Doodle has stood and he never did that before.</li> <li>• Next, I need to identify the action associated with Brother’s emotions. In this example, Brother hugs Doodle to show him that he cares for him and is proud of him for standing.</li> <li>• REPEAT FOR A SECOND EXAMPLE.</li> </ul>
<p>3) Now, ask yourself, “Why are these interactions superior to the other examples of character interactions?”</p>	<ul style="list-style-type: none"> <li>• Next, the question also asks me to explain how my examples are displays of devotion.</li> <li>• I will need to identify the positive feeling or emotion Brother has to prompt his display of affection towards Doodle.</li> <li>• Next, I will need to explain what has happened in the story that made Brother feel this way.</li> <li>• REPEAT FOR SECOND EXAMPLE.</li> </ul>
<p>4) Re-read the question and compose a response to answer the question.</p>	<ul style="list-style-type: none"> <li>• Before writing, I revisit the question and my answer to make sure that I have two examples from the text where Brother is showing affection for Doodle that indicate devotion.</li> <li>• Then, I revisit both of my explanations (one for each example) to be sure that each identifies an emotion Brother is physically showing in the evidence, and links it to an event in the story involving both characters.</li> <li>• Finally, I compose my response.</li> </ul>

### Extension and practice

- If students are struggling to identify the appropriate selections to use to answer the question, provide them with smaller/chunked sections of the text with the appropriate information needed to answer the question. Ask students to annotate these selections and check for understanding. Then ask students to explain orally how these examples depict Brother showing affection.
- If students are struggling to identify the emotions Brother is showing with the physical actions they have accurately chosen as the examples, offer students the opportunity to write or speak to you about a time in their lives where they have acted like Brother or had someone else act as Brother is acting. Questions to prompt students might include, “Have you ever hugged someone? How did you feel? Why did you do it?” Ask students to re-read the section and pretend as if they are Brother. Ask student to explain or write down how they might be feeling in a journal or diary entry.
- If students display mastery that indicates exceeding the standard, ask students to analyze how the actions of Doodle (the round character) complement Brother (the dynamic character). How do the actions of the round character serve the development of the dynamic character in the story? How do the interactions you identified and explained regarding Brother showing affection for Doodle provide dimension and depth to Brother’s character?

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other short stories to teach how to analyze complex character interactions **(RL.9-10.3)**

See more examples of how to teach how to analyze complex character interactions **(RL.9-10.3)**

Objective: In this lesson, you will learn how to analyze how complex characters interact by identifying the emotions of the main character.

1. Re-read and locate sections of the text that show the characters interacting.
2. Ask yourself, “Which of these selected interactions clearly illustrate the emotion I am trying to describe?”
3. Now, ask yourself, “Why are these interactions superior to the other examples of character interactions?”
4. Re-read the question and compose a response to answer the question.

[Analyze a Character's Interaction with Other Characters](#)

**Question 2**

<b>Question #2</b>	When the crop is ruined, Brother says, "...we were frightened, and Doodle slipped his hand into mine" (Hurst 7). Why is this event significant in understanding Doodle's perspective regarding his relationship with Brother? Give another example in the text that supports your claim regarding Doodle's perspective of Brother.	
<b>Standard(s) covered:</b>	<b>CCSS.ELA-Literacy.RL.9-10.3</b> Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p>This event is significant because both boys are afraid after the storm and Doodle holds his brother's hand because he is scared. This shows that Doodle believes his brother can protect him and that Doodle trusts Brother. Even though his dad is right there, Doodle picks his Brother. Doodle thinks of Brother as his protector when the narrator says, "...he clung to me. Crying. 'Don't leave me. Don't leave me'" (Hurst 4). This example shows that even when Brother was mean, Doodle still looked to his Brother to protect him because Doodle says this right after Brother forces him to touch his coffin. Therefore, Doodle trusts Brother and thinks his brother can keep him safe when he is scared.</p>	<ul style="list-style-type: none"> <li>• Explains why the event is significant in order to understand one character's perspective of the other.</li> <li>• Offers an additional piece of text evidence to support the first claim made regarding why the detail is significant in order to understand on character's perspective of the other.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson, you will learn to identify a character's perspective and analyze how the relationship between two complex characters is revealed by explaining the significance of a key detail and supporting your claim with additional text evidence.	
<b>Prior knowledge to review</b>	<b>CCSS.ELA-Literacy.RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	



<p>1) Go back to your annotations and re-read the sections of the text where the characters interact.</p>	<ul style="list-style-type: none"> <li>• As I read, I wonder what is significant about the interactions between Doodle and his Brother.</li> <li>• I imagine the scene in my mind and see the actions taking place.</li> <li>• I notice the examples of indirect characterization articulated by the author through character's actions and speech.</li> </ul>
<p>2) Ask yourself, "Which of the actions taken might be significant in understanding one character's feelings toward another character?"</p>	<ul style="list-style-type: none"> <li>• List all the actions Doodle initiates throughout the story directed at Brother.</li> <li>• I then choose which actions illustrate Doodle's relationship with Brother. For example, in another section of the story Doodle cries out to Brother, "Don't leave me. Don't leave me" (Hurst 4).</li> <li>• I imagine how Doodle is feeling when he is taking these actions in the story action and assign it a feeling word. For example, when Doodle grabs brother's hand, he is scared.</li> <li>• When most people are scared, they tend to look to other people they trust for help or to keep them safe.</li> <li>• Brother is Doodle's older brother and his father is angry, so Doodle turns to Brother to feel safe.</li> <li>• The action of Doodle slipping his hand into Brother's indicates that Doodle looks to Brother for protection and trusts him to keep him safe.</li> </ul>
<p>3) Identify other examples within the text where the character feels the same way.</p>	<ul style="list-style-type: none"> <li>• I look back over my annotations of the text for other examples where Doodle is scared.</li> <li>• I specifically focus on those areas where Doodle is scared and speaks or makes an action toward Brother for protection.</li> </ul>
<p>4) Re-read the question compose a response to answer the question.</p>	<ul style="list-style-type: none"> <li>• Before writing, I revisit the question and my answer to make sure that I have explained why the event described in the question shows that Doodle sees Brother as his protector and trusts him.</li> <li>• Then, I revisit the second example I chose and ensure that it shows Doodle looking to Brother for protection in words and/or actions.</li> <li>• Finally, I compose my response.</li> </ul>

### Extension and practice

- If students are struggling to understand why the section of the text is significant to understanding Doodle’s perspective of Brother, provide students with additional support and/or review of indirect characterization. Allow students to examine the text for examples of indirect characterization they find for any character in any situation and perform a think-aloud together.
- If students display mastery that indicates exceeding the standard, ask them to make an inference regarding Doodle’s relationship with his father based on his action when he reaches out to hold Brother’s hand in this section of the text. Ask students to re-examine their annotations and other sections of the text where Father was described and locate text evidence that might support their claim regarding Doodle’s relationship with his father. Finally, ask students to compare and contrast the relationship Doodle has with his father and the relationship he has with his brother.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other short stories to teach how to analyze complex character interactions **(RL.9-10.3)**

See more examples of how to teach how to analyze complex character interactions **(RL.9-10.3)**

Objective: In this lesson, you will learn to identify a character’s perspective and analyze how the relationship between two complex characters is revealed by explaining the significance of a key detail and supporting your claim with additional text evidence.

1. Go back to your annotations and re-read the sections of the text where the characters interact.
2. Ask yourself, “Which of the actions taken might be significant in understanding the character’s perspective?”
3. Identify other examples within the text where the character feels the same way.
4. Re-read the question and compose a response to answer the question.

[Analyze a Character's Interaction with Other Characters](#)

### Question 3

<b>Question #3</b>	Compare Doodle’s lie about Peter (Hurst 5) to the end of the story when Brother says he was “sheltering [his] fallen ibis” (Hurst 9). What is Doodle’s metaphor revealing about his (Doodle’s) opinion of his brother? Provide text evidence to support your comparison.	
<b>Standard(s) covered:</b>	<b>CCSS.ELA-Literacy.RL.9-10.3</b> Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
<b>Example response that meets standard</b>	<b>Look-fors</b>	
Doodle’s lie about Peter is a metaphor for his opinion of Brother. Doodle sees his brother as his protector, just as the pet peacock protects Peter when he goes to sleep. For example, the author writes, “...the peacock spread his magnificent tail, enfolding the boy gently like a closing go-to-sleep flower, burying him in the glorious iridescent, rustling vortex” (Hurst 5). This passage shows how Doodle views himself as Peter and Brother as his protector. The role each brother plays in this metaphor is revealed after Doodle dies and Brother is protecting Doodle from the rain (Hurst 14). This passage places Doodle and Brother in a similar pose as mentioned by Doodle in his lie about Peter. For example, the author writes that Brother was “sheltering [his] fallen ibis” (Hurst 14). Therefore, the metaphor illustrates Doodle’s ideal vision of his brother as his protector.	<ul style="list-style-type: none"> <li>• Accurately draws comparisons between the actions of the characters in the story and the characters in the metaphor.</li> <li>• Accurately identifies the perceptions of the complex character regarding the relationship with another complex character.</li> <li>• Cites accurate text evidence to support claims.</li> </ul>	
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson, you will learn to analyze one character’s perspective of another by examining a metaphor used by the character to describe his relationship with another character.	
<b>Prior knowledge to review</b>	<b>CCSS.ELA-Literacy.RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	

<p>1) Go back to your annotations and re-read the section of the text where one character is sharing a perspective on another character using a metaphor.</p>	<ul style="list-style-type: none"> <li>• First, I need to locate the sections of the text referred to in the question.</li> <li>• I re-read both sections in context and identify the characters mentioned in each section.</li> <li>• I notice that there are two characters in the lie/metaphor: Peter and the pet-peacock.</li> <li>• I notice that there are two characters in end of the story: Doodle and Brother.</li> </ul>
<p>2) Ask yourself, “Who do the characters in the metaphor stand for in the story?”</p>	<ul style="list-style-type: none"> <li>• In the metaphor, the pet-peacock is covering Peter.</li> <li>• A synonym for “covering” is protecting. Therefore, the pet-peacock is protecting Peter.</li> <li>• The idea of “offering protection” is something that I have already identified as something Doodle looks to Brother for throughout the story, so it makes sense that Doodle’s lie would have the pet-peacock protecting Peter.</li> <li>• Therefore, the pet-peacock must be a metaphor for Brother and Peter must be a metaphor for Doodle.</li> </ul>
<p>3) Ask yourself, “How does this metaphor convey a message about the perspective of the secondary character through the narrator?”</p>	<ul style="list-style-type: none"> <li>• First, I compare the actions of the peacock when he covers Peter to the actions of Brother when he covers Doodle.</li> <li>• Because the lie/metaphor is told by Doodle, I can assume that this is how he views his relationship with Brother.</li> <li>• Therefore, I can conclude that Doodle views his Brother as his protector.</li> <li>• Now, I compare the actions of the characters in both sections.</li> <li>• I notice that Brother covers Doodle after he dies in the same way Peter’s pet-peacock covers Peter when he sleeps.</li> <li>• I know that when someone covers someone he or she is usually offering protection.</li> </ul>
<p>4) Re-read the question and compose a response to answer the question.</p>	<ul style="list-style-type: none"> <li>• Before writing, I revisit the question and my answer to make sure that I described how Doodle’s lie about Peter is a metaphor for the relationship Doodle has with Brother.</li> <li>• Then, I revisit the examples I have chosen to support this claim and ensure that they support the connections I have drawn between the sections of the story referenced in the question.</li> <li>• Finally, I compose my response.</li> </ul>

### Extension and practice

- If students struggle with understanding how the metaphor described in the story relates to the ending, have students use multiple frames visually depicting Doodle’s lie. Next, have students do one panel depicting the story’s ending. Ask students to compare the ending frame to the multiple frames used to illustrate Doodle’s lie and find the characters in a similar pose.
- If students struggle with understanding Brother’s role as Doodle’s protector in the metaphor, have them revisit their notes and response to Question #2.
- If students display mastery that indicates exceeding the standard, ask them to explain how the relationship between Brother and Doodle mirrors that of Peter and the pet peacock if it were reversed, in other words, how is Doodle treated like Brother’s “pet” throughout the story?

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other short stories to teach how to analyze complex character interactions **(RL.9-10.3)**

See more examples of how to teach how to analyze complex character interactions **(RL.9-10.3)**

Objective: In this lesson, you will learn to analyze one character’s perspective of another by examining a metaphor used by the character to describe his relationship with another character.

1. Go back to your annotations and re-read the section of the text where one character is sharing a perspective on another character using a metaphor.
2. Ask yourself, “Who do the characters in the metaphor stand for in the story?”
3. Ask yourself, “How does this metaphor convey a message about the perspective of the secondary character through the narrator?”
4. Re-read the question and compose a response to answer the question.

[Analyze a Character's Interaction with Other Characters](#)

**Question 4**

<b>Question #4</b>	Brother uses specific words and phrases to describe Doodle. What can you infer regarding Brother’s attitude towards Doodle? Provide two examples of text evidence to support your answer.
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<b>Standard(s) covered:</b>	<p><b>CCSS.ELA-Literacy.RL.9-10.3</b> Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CCSS.ELA-Literacy.RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
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<b>Example response that meets standard</b>	<b>Look-fors</b>
<p>It can be inferred that Brother has a negative attitude toward Doodle. This is inferred because Brother describes Doodle in a negative way throughout most of the story. For example, Brother says, “It was bad enough having an invalid brother...I began to make plans to kill him” (Hurst 1). In this passage, Brother uses the word “invalid” to describe his Brother and this word has a negative meaning. A word like “challenged” or “handicapped” would have been a nicer way for him to refer to his Brother. Using the word invalid could mean that Doodle is not even considered a valid person by his Brother. In addition, Brother adds, “[Doodle] was a burden in many ways” (Hurst 2). This example further supports the negative attitude Brother has toward Doodle. A burden is literally something someone has to carry that he or she does not want to carry. Brother uses this word to describe his Brother because Doodle is a symbol of a burden for Brother. For these reasons, Brother’s attitude toward Doodle can be inferred as negative.</p>	<ul style="list-style-type: none"> <li>• Accurately assigns a specific word to the attitude displayed by one character in regards to another character.</li> <li>• Provides two examples of text evidence to support the claim made to describe the character’s tone.</li> </ul>

**If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:**

<b>Objective</b>	In this lesson, you will learn to analyze how a narrator characterizes a secondary character by identifying specific words and phrases used by that character to describe another character.
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<p><b>Prior knowledge to review</b></p>	<p><b>CCSS.ELA-Literacy.RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>CCSS.ELA-Literacy.RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p><b>Steps to achieve objective</b></p>	<p><b>Think aloud for direct instruction</b></p>
<p>1) Go back to your annotations and re-read sections of the text where one character describes another.</p>	<ul style="list-style-type: none"> <li>• I need to look over my annotations and find sections of the text where Brother describes Doodle.</li> <li>• I imagine how Brother is feeling and I chose sections that seem to describe Brother’s feelings toward Doodle clearly using specific words and phrases.</li> </ul>
<p>2) Ask yourself, “Which of these descriptions identify a specific attitude regarding another character?”</p>	<ul style="list-style-type: none"> <li>• I review the examples I have found in the text and begin to sort them into similar and dissimilar categories.</li> <li>• I assign the different categories a feeling word to describe the Brother’s attitude.</li> <li>• I notice that most of the examples I have found indicate a negative connotation.</li> <li>• I trade out the words and phrases that I fell are negative and support my claim with words that have a less severe meaning.</li> <li>• I mention the effect these choices have on the overall meaning of the passage.</li> </ul>
<p>3) Review the examples you have chosen.</p>	<ul style="list-style-type: none"> <li>• I review all of the examples I have categorized in reference to the negative attitude that I have identified.</li> <li>• Next, I chose the two best examples of the tone I have identified to include in my response.</li> </ul>
<p>4) Re-read the question and compose a response to answer the question.</p>	<ul style="list-style-type: none"> <li>• Before writing, I revisit the question and my answer to make sure that I described the attitude Brother has toward Doodle.</li> <li>• Then, I revisit the examples I have chosen to support this claim and ensure that they illustrate a negative attitude.</li> <li>• Finally, I compose my response.</li> </ul>



### Extension and practice

- If students struggle with identifying specific words and phrases where Brother’s perspective regarding Doodle is clear while examining the text in its entirety, the text can be “chunked” into smaller sections that can be examined through close reading and/or guided reading practice.
- If students struggle to identify an accurate tone regarding Brother’s perspective toward Doodle, create a +/- connotation line and ask students to assign each example to a specific area of the line. Ask students to consider individual words and phrases and organize them with increasing/decreasing severity. Once students have identified examples and accurately placed them on the +/- connotation line, ask them to identify trends they might observe regarding the connotation of words and phrases used. Ask students to assign a feeling word or emotion to those words Brother uses to describe Doodle. Ask students to rephrase this answer to identify the tone of Brother’s perspective of Doodle, accurately.
- If students display mastery that indicates exceeding the standard, ask students to review sections of the text they have chosen as examples and replace the words and phrases that identified Brother’s tone with synonyms. Then, students can describe how/if these changes affect the meaning of the phrase, change the overall tone of the passage, and/or modify the Brother’s perspective as students previously identified it when looking at Hurst’s original word choices.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other short stories to teach how to analyze complex character interactions when presented using figurative language **(RL.9-10.3 and RL.9-10.4)**

See more examples of how to teach how to analyze complex character interactions when presented using figurative language **(RL.9-10.3 and RL.9-10.4)**

Objective: In this lesson, you will learn to analyze how a narrator characterizes a secondary character by identifying specific words and phrases used by that character to describe another character.

1. Go back to your annotations and re-read sections of the text where one character describes another.
2. Ask yourself, "Which of these descriptions identify a specific attitude regarding another character?"
3. Review the examples you have chosen.
4. Re-read the question and compose a response to answer the question.

[Analyze a Character's Interaction with Other Characters](#)

**Question 5**

**Question #5**

How do Brother and Doodle’s conflicting definitions of brotherhood develop the theme? Provide text evidence to support your claims.

**Standard(s) covered:**

**CCSS.ELA-Literacy.RL.9-10.3**

Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Example response that meets standard**

Brother and Doodle’s definitions of brotherhood conflict and help to develop the theme. For example, Brother only shows affection towards Doodle when Doodle does something that Brother thinks is worthy, like learning to walk (Hurst 4). This shows that Brother defines a brother as someone who can do things independently and when Doodle cannot do things, Brother gets angry. Therefore, the words Brother uses to describe Doodle are mostly negative. For example, Brother states, “It was bad enough having an invalid brother...I began to make plans to kill him” (Hurst 1). This passage shows how disappointed Brother is in Doodle for being dependent upon him. However, Doodle’s perception of brotherhood is that Brother should be his protector. For example, when Doodle lies about Peter the pet-peacock “spread his magnificent tail, enfolding the boy gently like a closing go-to-sleep flower” (Hurst 5). This metaphor illustrates Doodle’s perception of Brother’s role in his life. In addition, earlier in the story when the crops are ruined, Brother explains that Doodle “slipped his hand into mine” (Hurst 7). This action shows that Doodle looks to Brother for protection when things go wrong. Therefore, because both Brother and Doodle have different definitions of what it means to be a brother, they remain in conflict throughout the story and develop the theme of brotherhood throughout the text.

**Look-fors**

- Accurately describes the conflicting perceptions of each character in the interaction using text evidence to support claims.
- Accurately explains how the theme is developed through character interactions.

**If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:**

**Objective**

In this lesson, you will learn to analyze complex character interactions by describing how complex characters’ conflicting thematic perspectives develop the theme of a story.

<p><b>Prior knowledge to review</b></p>	<p><b>CCSS.ELA-Literacy.RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<p><b>Steps to achieve objective</b></p>	<p><b>Think aloud for direct instruction</b></p>
<p>1) Go back to your annotations and ask yourself, "Which of these examples of text evidence support the development of the theme?"</p>	<ul style="list-style-type: none"> <li>• I know that Doodle and Brother are brothers, so I need to look specifically for sections of the text where they interact.</li> <li>• I know that each of the answers I gave for questions # 1 through # 4 provided information regarding how Doodle and Brother interacted with one another, so I think I might be able to use some of that information to answer this question.</li> <li>• I extract the text evidence from each answer.</li> <li>• I know that because they are brothers, and I have selected previous text evidence to analyze their interactions, these examples will reveal how they perceive one another as brothers and thereby brotherhood in general.</li> <li>• Next, I categorize the evidence into Doodle or Brother's perspectives on brotherhood.</li> </ul>
<p>2) Next, I find evidence to define one character's perspective and contrast it with the other character's perspective.</p>	<ul style="list-style-type: none"> <li>• Now, I select one piece of text evidence that show Brother's perspective on brotherhood.</li> <li>• I know from question #1 that Brother only shows affection towards Doodle when he does something Brother thinks is worthwhile.</li> <li>• I notice that Brother congratulates Doodle on learning to walk (Hurst 4).</li> <li>• Since Brother shows affection toward his brother, I can assume that Brother's definition of brotherhood includes Doodle walking.</li> <li>• Doodle walking means that Brother will not have to cart Doodle around anymore and doodle can be more independent.</li> <li>• Therefore, I can conclude that Brother's definition of a brother is someone who is independent.</li> <li>• Now, looking back over the other examples I selected that show Brother behaving negatively toward Doodle, I can see that when Doodle is dependent, Brother gets angry.</li> <li>• If I can prove that Doodle defines brotherhood as dependence on another person, I can support the idea that Doodle and Brother have different perspectives regarding brotherhood.</li> <li>• Next, I look at the evidence I have collected regarding Doodle's perspective on brotherhood.</li> <li>• I remember from question #2 that Doodle looks to Brother for protection and safety.</li> <li>• I also remember that in question #4 Doodle's lie about Peter also shows that Doodle looks to brother for protection.</li> <li>• Therefore, Doodle's perspective of brotherhood is that a brother is someone who you can depend on to keep you safe.</li> <li>• When I compare these two character's perspectives on brotherhood, I see one character seeing a brother as someone independent and the other character seeing a brother as someone who can depend on another for safety and protection.</li> <li>• Therefore, the two character's perspectives are in conflict.</li> </ul> <p>REPEAT FOR ADDITIONAL TEXT EVIDENCE.</p>

3) Organize your ideas regarding each character's perspective on the theme separately.	<ul style="list-style-type: none"> <li>• I revisit the question and my answer to make sure that I have described both Doodle and Brother's perspectives on brotherhood.</li> <li>• I make sure that each example of text evidence reveals the theme of brotherhood through the perspective of the character individually.</li> </ul>
4) Re-read the question and compose your response.	<ul style="list-style-type: none"> <li>• I ensure that I have explained how each piece of text evidence describing both Doodle and Brother's perspectives on brotherhood help to develop the theme.</li> <li>• Finally, I compose my response.</li> </ul>

**Extension and practice**

- If students struggle, they should review their notes text evidence from the previous questions and categorize the character interactions in a t-chart for Brother and Doodle. After their ideas are organized, students should compose two individual paragraphs regarding how each character views brotherhood, using text evidence to support their claims.
- If students continue to struggle with the characters' conflicting perspectives, ask students to pretend to be Doodle and write a letter to Brother explaining what he expects from Brother as his big brother, using text evidence to support Doodle's perspective.
- If students display mastery that indicates exceeding the standard, ask students to research the theme of brotherhood in other literary works, films, current events, historical events, etc. For example, students might read "Stone Boy" by Gina Berriault, a story about a boy who kills his brother in an accident. Additionally, students might research the speeches and writings of Dr. Martin Luther King where brotherhood is mentioned frequently. Ask students to compare and contrast their researched findings to Hurst's development of the theme of brotherhood in "The Scarlet Ibis."

**What next?**

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to teach how to analyze complex character interactions <b>(RL.9-10.3)</b>	See more examples of how to teach how to analyze complex character interactions <b>(RL.9-10.3)</b>
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Objective: In this lesson, you will learn to analyze complex character interactions by describing how complex characters' conflicting perspectives develop the theme of a story.

1. Go back to your annotations and ask yourself, "Which of these examples of text evidence support the development of the theme?"
2. Next, I find evidence to define one character's perspective and contrast it with the other character's perspective.
3. Organize your ideas regarding each character's perspective on the theme separately.
4. Re-read the question and compose your response.

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