

# Role-Playing Directions for *Among the Hidden* and Assessment Suggestions

**Purpose:**

To help students understand character feelings and motivations

**Time Frame:**

60 minutes preparation; 60 minutes presentation and discussion

**Directions to Students:****Individually:**

Divide a sheet of paper into four lengthwise columns (folding it in half and then half again is probably the easiest way to do this).

At the top of each column, write the name of one of the members of Luke's family.

In each character's column, make a list of at least four words that describe his or her personality. (Think about events in the book that support your choices.)

Turn the paper over, and on the back, write at least four phrases or sentences that describe Luke's personality. (Think about events in the book that support your choices.)

**In Groups of Five:**

Discuss the lists you made for each character. Add any terms suggested by other members of your group with which you agree. If you find you have areas of disagreement, discuss your concern, referring to the text to support your views.

As a group, write a brief skit that shows the discussion that might have occurred at the end of Chapter 4 if Luke had spoken his thoughts rather than keeping them to himself. Your skit should include:

- what Luke would say, and
- how each family member would respond (try to portray each character realistically).

After completing your script, assign parts and practice to present it to the class. (Note to teachers: If you have an uneven number of students, ask them to create character labels to indicate who they are as they play multiple roles).

**Assessment Suggestions:**

Because the purpose of this activity is to help students extend their understandings of the characters, it may be best to make it a credit/no credit activity. Moving among the groups should give you a good sense of who is participating and who is not. You might wish to take the opportunity to talk with those who do not seem involved in the discussion, and ensure they have been able to complete their reading. (If not, it may be more useful for everybody if they remove themselves from the group to complete the reading before continuing). After all the presentations, class discussion centered on what was effective in character portrayal will continue to develop students' understandings of character, motivation, and how those elements of story can be presented through dialogue and action.