

# PICTURE POSTCARD FROM A CHARACTER

*We have used this project in every grade from 1st through 8th.*

During a novel study or after completion of a novel or informational text, give students the task of **thinking of an important location from the book. Some place where significant events occurred.** On an 8 by 5 piece of card stock (possibly cut from an old manila folder) **draw or download the setting on the front. On the back, assume the role of a character and send a postcard from that location to someone important in your life. Tell what happened at that location and why it was important to you.** Consider having students mail the complete card to the person to whom it is written; have them send it in care of one of their parents.

Students should address the following considerations:

1. **How do particular incidences, settings or dialogues in the text propel the character to write the text of the post card?**
2. How does incorporating visuals strengthen claims and evidence, and increase interest.

The characters that students choose to write the postcard do not have to be major ones in the text. If students were reading an informational text about the Civil War, for example, a student could write the card from a drummer boy's point of view.

## CORE STANDARDS

READING LITERATURE 1. Cite the text evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

READING INFORMATIONAL TEXT 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicatory as well as inference down from the text.

READING LITERATURE 3. **Analyze how particular lines of dialog or incidents in the story or drama propel the action, reveal aspects of a character, or provoke a decision.**

READING INFORMATIONAL TEXT 3. **Analyze how a text makes connections among and distinctions between individuals, ideas, or events.**

WRITING 2. Write informative/explanatory text to examine a topic, and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

WRITING 3. **Write narrative to develop real or imagined experience and use dialogue.**

SPEAKING AND LISTENING 5. **Incorporate multimedia and visual presentations to strengthen claims and evidence, and increase interest.**

READING LITERACY IN HISTORY 2. Determine a central theme.

READING LITERACY IN HISTORY 4. Determine the meaning of words and phrases as used in context.

**STUDENT SAMPLE**

Travels with Charley by: John Steinbeck

Julian S.

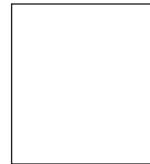


*Dear Dad,*

*I have fallen in love. Not with a girl but with a state, Montana. It is difficult to describe my true love of this state. Could it be the land is rich with grass and color or that the mountains in this state would be the mountains I would create, if I could?*

*This is the only state where I moseyed through. A part of me wanted to keep this wonderful feeling so I kept purchasing items in various cities of Montana: a hat, a jacket, and even a rifle. Yes, I do not need these items, but I wanted to savor my love of Montana for years to come.*

*Yours truly,  
John*



**Mr. John Ernest**

**C/o Mom**

**Monterey County Treasurer**

**Salinas, California 93901**

## ADAPTATIONS

1. Have students discuss 4 significant events, which were important during a particular era in time that the class studied: Revolutionary War, Civil War, and World War I etc. Through discussion, come to a consensus of the 4 events. Then divide the class into 3 subgroups: artist, writer, presenter and each of the subgroups is responsible for one of the significant events. Have each group present the postcard to the others.
2. Have students discuss the 5 regions of the United States by examining the climate, natural resources, manufactured goods, tourist attractions, landforms within that region, history of the region and culture. Divide the class into 5 regions. Each person in a region is responsible for one of the subtexts. Set up a museum with the postcards. Each region should have significant representation.
3. Have two students write postcards about the same event, but from very different points of view.

1. Do you write a narrative in a coherent manner with relevant evidence?
2. Do you incorporate a visual setting, which strengthens your claims with reasoning and relevance?
3. Do you make distinctions between individuals and events?
4. Can you use text evidence to support why you think the character would choose to write about the events on the postcard?
5. Are grammar and mechanics correct?