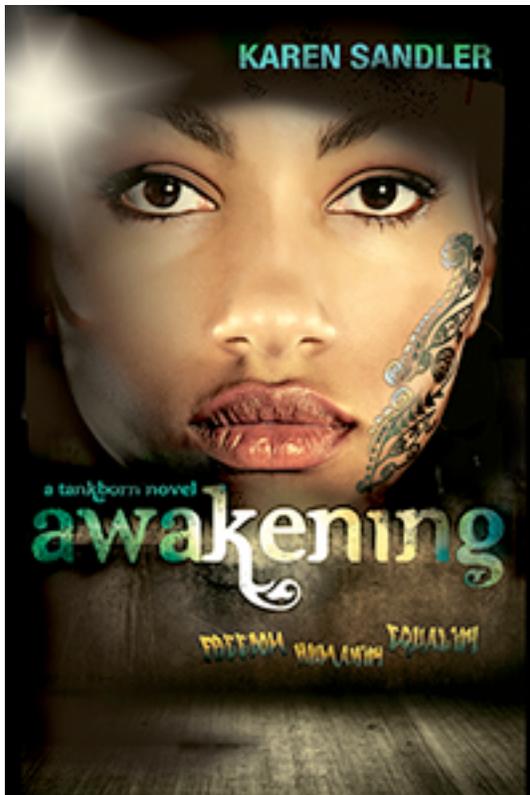


Lesson Plan for
TANKBORN and AWAKENING
written by **Karen Sandler**



Reading Level for *Tankborn*

Interest Level: 7–12

Guided Reading Level: Z

Accelerated Reader® Level/Points: 5.6/15.0

Lexile™ Measure: 790

Reading Level for *Awakening*

Interest Level: 7–12

Guided Reading Level: Z

Lexile™ Measure: 820

Project Title

How Kayla Evolves From *Tankborn* To *Awakening*

Project Summary

The purpose of this project is for students to engage in deep character analysis by studying the main character of a book series. Authors do not often tell readers traits directly and instead show readers these traits in action. Students are expected to draw conclusions from the main character's thoughts, actions, feelings, and dialogue to determine the character traits in each text and then evaluate the change over the course of the series. This project allows students a chance to develop their skills in character analysis, practice compare and contrast within a series, prepare evidence to back up their arguments, and learn how to express ideas in writing.

Targeted Common Core Standards to be addressed in this project

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.W.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.SL.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Formative Assessment

1. Students will demonstrate they understand Kayla's character traits at the beginning of *Tankborn* and at the beginning of *Awakening* by writing two diary entries as if they are Kayla at each point in time. One diary entry will be from Kayla at the beginning of *Tankborn* and the other will be from Kayla at the beginning of *Awakening*. This two-part writing assignment will display students' comprehension of Kayla's character traits.
2. In reflection, students will write an essay, arguing how Kayla has evolved over the course of the first two books in the trilogy. For this written response, students should cite specific evidence from the texts read. Students should be prepared to share their essay with a small group/on a class blog/as a podcast.

Grade level 9th or 10th

Essential Questions

- How do authors build and reveal characterization?
- How do authors effectively convey character evolution?

Objectives

1. Students will analyze Kayla's actions (physical actions as well as thoughts, feelings, and dialogue) to determine Kayla's character traits in the first four chapters of *Tankborn* and the first three chapters of *Awakening*.
2. Based on student analysis of her character traits in both texts, students will evaluate how Kayla has evolved over the course of *Tankborn* and *Awakening*.

Approximate Time

Time needed will be determined by individual teachers. However, recommended activity will take three lesson periods or three teaching days.

Materials, Technologies, and Resources

- Each student has a copy of both texts, *Tankborn* and *Awakening*
- Sticky notes or other note-taking system, so students can mark passages as they read and discuss
- Chart paper to record evidence of character traits

Outline

1. Students have read *Tankborn* completely and at least the first three chapters of *Awakening*. During assigned reading at home, students take notes with post-its or separate notebooks on their areas of confusion, areas they connected with, and questions.
2. (Day 1) At the start of class, students share with the entire group some of their reactions.
3. Teacher introduces essential question and objective. Teacher reviews **character traits**.
 - Character traits are descriptive adjectives that tell us specific qualities of the character.
 - Authors often do not describe character traits directly and instead show readers these traits in action. It is the readers' job to infer and draw a conclusion about the character traits from what the character says, does, feels, and thinks.
 - Character traits help readers learn about characters in a story.
 - To infer character traits, readers should study the appearance/physical attributes, deeds/actions, motivations, thoughts/dialogue, feelings/emotions, other characters' opinions and reactions, and how the character relates to other characters.
4. In small groups (assigned or unassigned), students create a chart of Kayla's appearance/physical attributes, deeds/actions, motivations, thoughts/dialogue, feelings/emotions, other characters' opinions and reactions, and how the character relates to other characters in the first four chapters of *Tankborn*.
5. Based on this evidence, students in their groups will propose a character trait Kayla best exhibits.
6. (Homework) Students will craft a diary entry as if they are Kayla at the beginning of *Tankborn*. In their own words, students should demonstrate Kayla's character trait(s) by capturing her thoughts, motivations, and emotions.

7. (Day 2) With the whole class, students reflect on Kayla's character traits at the beginning of *Tankborn* and their process of writing as if they were her.
8. In small groups (assigned or unassigned), students create a second chart based on Kayla's appearance/physical attributes, deeds/actions, motivations, thoughts/dialogue, feelings/emotions, other characters' opinions and reactions, and how the character relates to other characters in the first three chapters of *Awakening*.
9. Based on this evidence, students in their groups will propose a character trait Kayla best exhibits.
10. (Homework) Students will craft a diary entry as if they are Kayla at the beginning of *Awakening*. In their own words, students should demonstrate Kayla's character trait(s) by capturing her thoughts, motivations, and emotions.
11. (Day 3) With the whole class, students reflect on Kayla's character traits at the beginning of *Awakening* and how they got to their conclusions about her character traits. How is Kayla different than she was in *Tankborn*?
12. In an essay, students will argue the changes they have seen based on her character traits. What did they want to capture in the two diary entries? What character trait(s) does Kayla show in the first book compared to the second book? How does the author develop Kayla across the two books? Other questions to consider include:
 - How do Kayla's feelings change about her status?
 - How do her sense of self and feelings about her identity/physical attributes change?
 - How do her interactions with the government/ruling class/authoritarian figures change?
 - How has her sense of purpose changed?
 - How do her interactions with Devak change?
13. (Homework/extension opportunity) Students can post their reflections on a blog, turn their reflections into a class podcast, or prepare a class presentation for their arguments.

ABOUT THE AUTHOR

Karen Sandler is the author of seventeen novels for adults, as well as several short stories and screenplays. Before becoming a full-time writer, she worked as a software engineer, including work on the Space Shuttle program and communications satellites. Sandler first got the idea for *Tankborn* in the mid-1980s when she wrote it as a screenplay, and over the years while she was writing other books, the idea grew to include the planet Loka and Kayla's life. Sandler lives in northern California with her husband, Gary, and their three cats, and can often be found riding her Andalusian/Morgan mare, Belle. This is her first novel for young adults. You can find her online at <http://www.karensandler.net/>

Book Information

TANKBORN

\$17.95, HARDCOVER

978-1-60060-662-5

384 pages, 5-1/2 x 8-1/4

Interest Level: 7–12

Guided Reading Level: Z

Lexile™ Measure: 790

Accelerated Reader® Level/Points: 5.6/15.0

AWAKENING

\$18.95, HARDCOVER
978-1-60060-982-4
400 pages, 5-1/2 x 8-1/4
Interest Level: grades 7–12
Guided Reading Level: Z
Lexile™ Measure: 820

RESOURCES ON THE WEB

Learn more about *Tankborn* at:
<http://www.leeandlow.com/books/424/hc/tankborn>

Learn more about *Awakening* at:
<http://www.leeandlow.com/books/492/hc/awakening>

Also written by Karen Sandler

Rebellion
<http://www.leeandlow.com/books/512/hc/rebellion>

BookTalk with Karen Sandler on *Tankborn*

<http://www.leeandlow.com/p/tankborn.mhtml>

Discussion Questions for *Tankborn*

http://www.leeandlow.com/p/tankborn_dq.mhtml

***Tankborn* Glossary Terms**

http://www.leeandlow.com/p/tankborn_glossary.mhtml

Video Interview with Karen Sandler on *Tankborn*

http://www.leeandlow.com/p/tankborn_videos.mhtml

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