Purpose and Rationale: The Semantic Feature Analysis is a post reading strategy that increases students ability to categorize and conceptualize certain information. The purpose of this strategy is to guide students into an in depth look at the character traits demonstrated by the characters in *Nightjohn* which will help them categorize characters and find parallels and contrasts between them.

DIRECTIONS

**Step One (Model)**
Using an overhead transparency of the Semantic Feature Analysis Chart, model how this strategy works. Choose a movie that most if not all the students have seen. Write the characters names down the side of the chart. Have the students suggest personality traits and character features to list across the top of the chart. Then, for each character put a + or a - in the blank that corresponds with a trait or feature depending on if they demonstrate that trait or feature. By first modeling this strategy with something from pop culture, the students will be better prepared for a class discussion using the strategy for *Nightjohn*.

**Step Two List characters**
Distribute a blank Semantic Feature Analysis Chart to each student and have a blank one on transparency. While listing the characters of *Nightjohn* down the side on the overhead, have the students do the same on their worksheet.

**Step Three List features**
Decide which features will be explored in this category. Start with a few which could include slave, literate, prejudice, black, white, free, brave, survivor, strong, strong-willed, etc. List all of these across the top of the chart on the transparency and ask the students to fill in their own chart.

**Step Four Indicate Feature Possession**
Indicate which characters possess certain traits by going across the chart and placing a + or a - in the blank squares of the chart. If the students are undecided on a trait, put a +/- in the blank square.
**Step Five** *Discuss and add words and features*
After the students have decided on feature possession, conduct a class discussion about these concepts. During this discussion, ask the students to add features and traits to the top of the chart.

**Step Six** *Complete and Explore the Matrix*
Continue the class discussion by completing the matrix using the feature-possession system.

**Step Seven** *Write*
After exploring the characters of *Nightjohn*, through the feature possession system, have the students write a short essay comparing or contrasting two characters. Have them use examples from the book to prove their stance.

**Assessment**
The completion and exploration of the Semantic Feature Analysis chart in this activity allows students to see the relationships and characteristics of the characters in *Nightjohn*. The students are involved in the categorization, conceptualization, and vocabulary expansion. Assessment occurs as the teacher examines students understanding and responses during the activity and by evaluating their writing assignment from step seven.