

Lesson 18

Comparing Points of View



Learning Target

Comparing narrators and their thoughts and feelings about what happens will help you develop a deeper understanding of story characters and events.

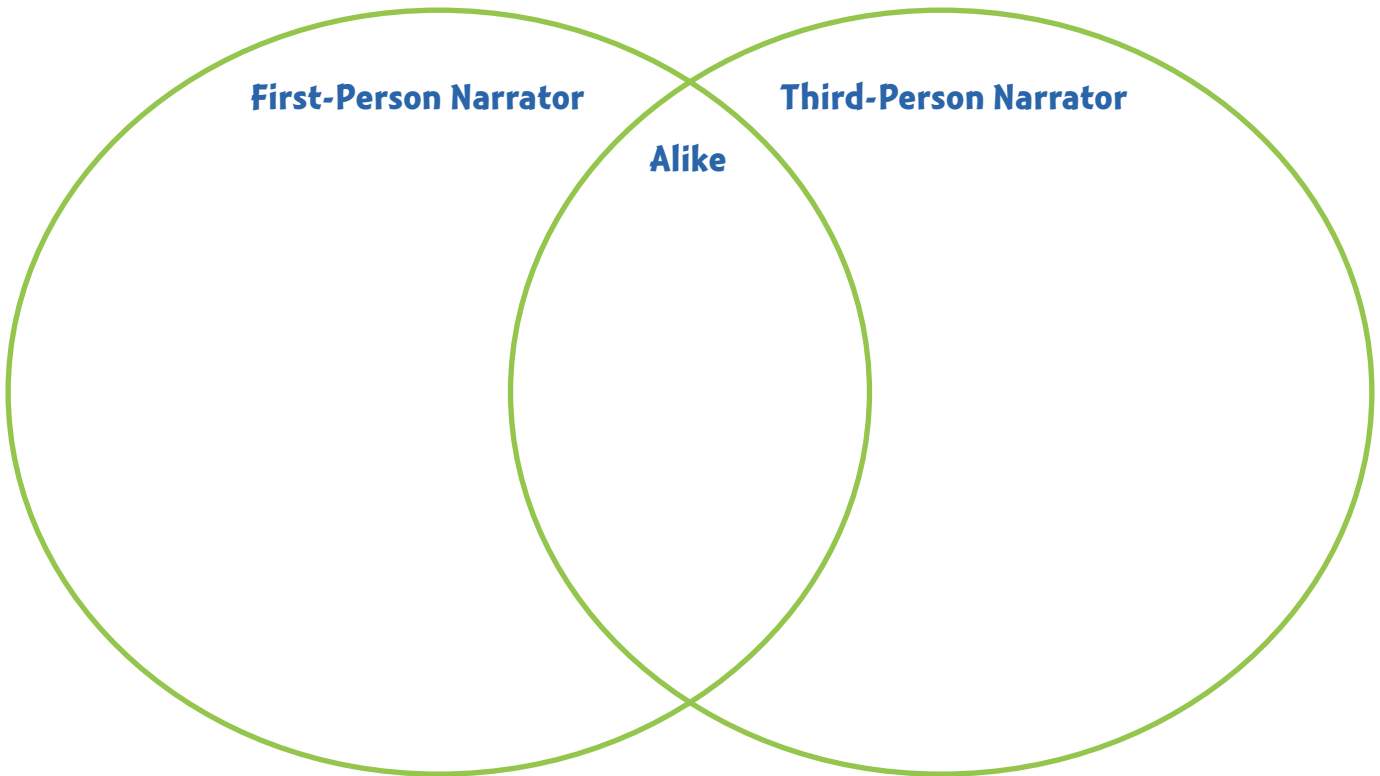
- **Read** In stories, the **narrator** is the person who tells the story. The narrator always has a **point of view**, or how he or she thinks or feels about story events. Some narrators are characters in the story. They experience what happens and are called **first-person** narrators. Other narrators are not characters in the story. They look in from outside the story. They are called **third-person** narrators.

When you read, pay attention not just to what narrators say but also how they say it. Their points of view will affect the way you interpret what happens and why.

Study the cartoons below. For each one, decide who the narrator is.



► **Think** What have you learned about first- and third-person narrators? Use the *Venn diagram* below to **compare** and **contrast** the narrators' points of view. Use information from the cartoons to help you.



- **Talk** Share your Venn diagram with a partner.
- Did you and your partner identify the same similarities and differences?
 - What details from the cartoons did you use to help you compare and contrast?



Academic Talk

Use these words and phrases to talk about the text.

- | | | |
|----------------|-----------------|------------|
| • narrator | • point of view | • compare |
| • first-person | • third-person | • contrast |

Just a Bunch of Rocks and Bones?

by Watley Hamish



1 I was looking forward to my first field trip at my new school. We were scheduled to visit the Museum of Natural History, which sounded extremely interesting to me, that is, until my new friend Barry started complaining about it. As our bus traveled along the highway, Barry insisted, “I’m telling you, LeBron, we went last year, and it’s mostly just a bunch of boring rocks and bones. What a snoozer!”

2 *Oh, no, I thought. There’s nothing worse than being bored, especially when I was really looking forward to something.* Suddenly, the trip seemed ruined. Moments later, our bus pulled into the museum’s parking lot; we dragged ourselves outside and trudged up the museum steps.

3 Sweating under the hot sun, I glumly looked around. Then I noticed a statue of a small, perky dinosaur poking its head out of some bushes. *Hey, I thought. This might not be so bad.*

4 A tour guide met us and shepherded our class around the museum. Barry was right in one way. There were a lot of rocks and bones, but what rocks! We viewed cool fossils of creatures that had lived a million years ago. We also saw sparkling gemstones and meteors that had fallen from space. And the bones were even better! One gallery featured skeletons of mastodons and a saber-toothed cat. Another displayed dinosaurs, including part of a *T. rex*. Already I was hoping we’d come back to see more next year—but I don’t think I’m ready to tell Barry that.

Close Reader Habits

Different words signal different types of narration. **Underline** the words that signal who is telling the story.

Explore

How would an account of the museum trip told by a first-person narrator differ from an account told by a third-person narrator?



The things a narrator and other characters do, say, think, and feel often reveal their points of view.

Think

1 Who is the narrator? _____

2 Does the story use a first-person or a third-person narrator? Explain your thinking, and include story evidence that supports it.

3 How does LeBron's point of view about the museum change from the beginning of the story to the end? Why?

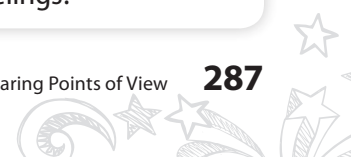
Talk

4 How would the story be different if it were told by a narrator with a different point of view? Why would it be different? List some story details that might change.

Write

5 Short Response Describe how the story would have been different if it had been told by a narrator with a different point of view. Include text evidence in your response. Use the space provided on page 290 to write your response.

HINT What could a narrator with a different point of view tell about Barry's thoughts and feelings?



If Only This Were Real

by Jing Wu



1 Hoshi stared at the clock over a panel in the spaceship. The school day was almost over, and she couldn't wait to meet with her friend, Jeri. Their newly created visual game awaited them on Deck C. Incredibly exciting, the game made space-time seem to pass much faster.

2 At least the new teacher, Vox-23, was more interesting than the last class-A instructional robot. Soon it completed the lesson. Then it announced what it always said: "Enjoy the rest of your afternoon, and have another lovely day!"

3 Hoshi glanced out the window into the blackness of space. Every hour of every day the view looked the same. Having spent half her life traveling to a lush planet in another galaxy, Hoshi recalled little else. She would be 15 by the time they arrived at their new home.

4 After class, Hoshi and Jeri raced straight to Deck C and entered one of the 3-D rooms, rooms that could create any scene a person imagined. Jeri excitedly pressed some buttons and called out, "Computer: run the program 'Old Earth School on a Big Hill.' Make it look real!" The bare room instantly changed into an old-fashioned classroom with a dusty blackboard mounted behind an old wooden desk. Sunlight from large windows filled the dusty air. As Hoshi and Jeri looked outside, they could see white clouds, blue sky, flowering trees, green grass, and a playground. They politely asked their human teacher, Mrs. Ryant, "May we go outside for recess?"

5 "If only this were real, Jeri!" Hoshi said wistfully. "Maybe sometime in the future, things truly will be this good."

Close Reader Habits

What is the narrator's point of view? Reread the story. **Underline** words that show how the narrator thinks or feels about characters and events.



The narrator's choice of words reveals who is telling the story. Ask yourself: Is the narrator speaking from *outside* the story, or is the narrator a character *in* the story?

Think Use what you've learned from reading the science fiction story to respond to the following questions.

- 1 This passage is told by a third-person narrator. Select **three** sentences that indicate the narrator is a third-person narrator.
 - A "Hoshi stared at the clock over a panel in the spaceship."
 - B "Incredibly exciting, the game made space-time seem to pass much faster."
 - C "At least the new teacher, Vox-23, was more interesting than the last class-A instructional robot."
 - D "Hoshi glanced out the window into the blackness of space."
 - E "She would be 15 by the time they arrived at their new home."
 - F "The bare room instantly changed into an old-fashioned classroom with a dusty blackboard mounted behind an old wooden desk."

- 2 Reread paragraph 3. If the story were told in the first-person, which of the following would **most likely** be part of the story?
 - A Hoshi's thoughts and feelings about traveling through space
 - B details about Hoshi's and Jeri's actions, but not their point of view about the trip
 - C different ways multiple characters viewed the trip
 - D more information about the 3-D rooms on Deck C

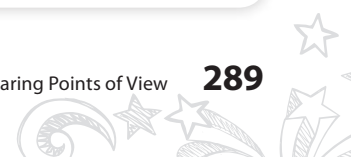
Talk

- 3 Compare the points of view of the narrators in "If Only This Were Real" and "Just a Bunch of Rocks and Bones?" Use the Venn diagram on page 291 to organize your thoughts. Explain how the points of view in the two stories compare.

Write

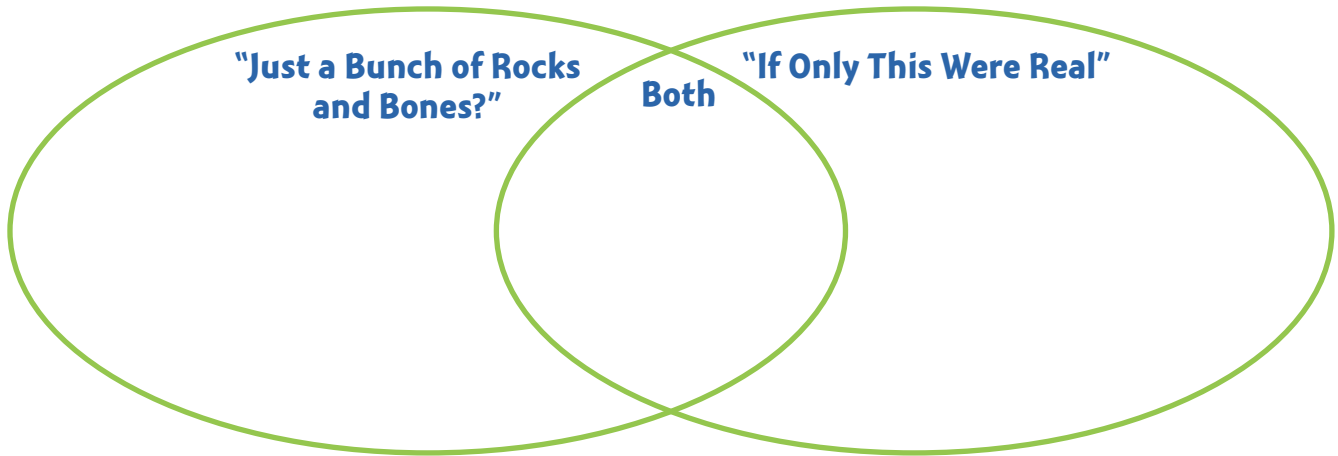
- 4 **Short Response** Use the information from your discussion and diagram to compare the points of view of the narrators in "If Only This Were Real" and "Just a Bunch of Rocks and Bones?" Use at least **one** detail from each text to support your response. Use the space provided on page 291 to write your response.

HINT Compare how you learn about the thoughts and feelings of the narrator in each story.



If Only This Were **Real**

3 Use the Venn diagram below to organize your ideas.



Write Use the space below to write your answer to the question on page 289.

4 Short Response Use the information from your discussion and diagram to compare the points of view of the narrators in “If Only This Were Real” and “Just a Bunch of Rocks and Bones?” Use at least **one** detail from each text to support your response.

HINT Compare how you learn about the thoughts and feelings of the narrator in each story.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **current**
- **stern**
- **victim**

TRICK Or TREAT



by Bessie Chevalier

- 1 Terry hid his face behind his science book so no one would see him laugh. Everybody knew that if Terry chuckled when nobody else was laughing, somebody was about to get pranked. His current target was Mr. Mason, his teacher. Terry had put a rubber spider on Mr. Mason's chair and couldn't wait to see what happened when his teacher sat down.
- 2 "Good morning, class," said Mr. Mason as he breezed into the room. "Let's get started, shall we?" he added, grabbing his science book. He pulled his chair out and got ready to sit. Unable to help himself, Terry let out a squeaky snicker.
- 3 Mr. Mason froze. "Terry? Is there something you need to tell me?" he asked.
- 4 "No, Mr. Mason," Terry answered, but the huge smile on his face told the truth.



5 Mr. Mason leaned over and looked at the seat of his chair. There, right in the middle, was a big, black spider. Mr. Mason snatched up the rubber spider and walked over to Terry’s desk.

6 “Terry, your pranks are getting tiresome,” Mr. Mason said sternly. The other students nodded in agreement. At first, Terry’s pranks had been funny. But nobody could remember a day when he hadn’t played a trick on someone in the class. “I need you to go sit in the hall for ten minutes and think how your victims feel about your pranks.”

7 Terry left the class and sat against the wall in the hallway. His smile was gone, but he didn’t actually feel sorry. Mostly, he was disappointed that Mr. Mason had figured out his prank before he sat down. Terry had really wanted to see Mr. Mason’s reaction.

8 A few minutes later, the classroom door opened. “You can come back in now, Terry,” said Mr. Mason. Terry hopped up and walked back to his desk. “All right, let’s get back to business,” Mr. Mason continued. “Did all of you remember to bring your permission slips for the field trip to the ice cream factory tomorrow?”

9 Terry’s eyes widened. Field trip? Ice cream factory? He didn’t remember ever hearing about this. But all around him, his classmates were reaching into their desks and pulling out permission slips.

10 “Mr. Mason! I don’t have a permission slip!” Terry wailed. He couldn’t believe he was going to miss such a great trip.

11 “How does it feel to be pranked, Terry?” teased Mr. Mason, grinning.

12 Terry realized there was no field trip. He heaved a sigh of relief. “It felt awful, Mr. Mason,” he answered. Suddenly, Terry realized that he was getting tired of his pranks, too.



Permission Slip

I _____ give permission
 for my child _____ to go to
 the _____ on _____
 _____ Date

 Parent Signature

Putting It OFF

by Alan McMullen

1 “Come sit with me, so I can help you study for your test, Serena!” called Mom. I rolled my eyes because, after all, it was a whole week before the big math test, and I didn’t feel like studying yet.

2 “Mom!” I wailed. “Can’t I finish watching this show on the science channel first? It’s educational and *absolutely* fascinating! Plus, if I study now, I’ll just forget everything before next week’s test.”

3 Mom sighed, “Go ahead and finish your program, I guess . . . but I won’t be able to help you study after dinner.”

4 “That’s okay, Mom. I’ll just study alone later before bedtime.” She gave me a look that showed she suspected I didn’t intend to study today. I wish she understood that I do my best work at the last minute.

5 Once again I relaxed into the couch. Truthfully, only half my attention was focused on the science channel program. Peeling stickers from a sheet and positioning them artfully on the cover of my math notebook seemed far more interesting, and it was a lot more entertaining than studying, for sure.

6 Once I’d arranged the cover stickers just the way I wanted, I put my notebook and stickers away and went to the kitchen to have dinner—macaroni and cheese, my favorite! Shortly after that, it was time for bed, but, naturally, I hadn’t studied. Why would I, if the test was an entire week away?

7 The next morning, I sauntered into math class, well-rested and refreshed, but everyone else looked sleepy and tense. “What’s going on?” I asked my friend Megan. “Why’s everybody looking so tired?”

8 “I stayed up until almost 10 studying for the test,” said Megan. “Didn’t you?”

9 “Uh, no—it’s next week, right?” I started to feel a little nervous.

10 “Serena, don’t you remember? Mr. Gordon changed the day of the test from next Friday to this Friday! You didn’t study at all?” Megan looked at me wide-eyed as I sank into my assigned seat.

11 If only I’d let Mom help me study last night, I might have a chance at passing this test. Never, never again will you catch me procrastinating before a big test! The next time, I promise I won’t wait until the last minute.



Think and Write Use what you learned from reading the stories to respond to the following questions.

- 1** Which statement **best** describes the differences between the narrators' points of view in the two stories?
- A** One story is told by a girl who is making observations from outside the story and describes how one person feels. The other story is told by a boy who is a character living through the events and describes how many people feel.
 - B** One story is told by a character who lives through the events and describes how many characters feel. The other story is told by a narrator who observes the events and describes how one person feels.
 - C** One story is told by a character who lives through the events and describes how one person feels. The other story is told by a narrator who describes events and tells about how many people feel.
 - D** One story is told by a narrator who is actually the main character living through the events. The other story is told by a narrator who gives an account of the events from his imagination.
- 2** Which sentence from "Trick or Treat" **best** shows how the narrator's point of view reveals a character's feelings?
- A** "His current target was Mr. Mason, his teacher." (paragraph 1)
 - B** "'Let's get started, shall we?' he added, grabbing his science book." (paragraph 2)
 - C** "But nobody could remember a day when he hadn't played a trick on someone in the class." (paragraph 6)
 - D** "He couldn't believe he was going to miss such a great trip." (paragraph 10)

3 What does the word procrastinating mean as it is used in paragraph 11?

- A** altering, revising, or editing something
- B** being slow or late about doing something
- C** taking control of something
- D** getting information about something

4 Which statements are true about the narrators' points of view in the two stories? Draw Xs in the boxes next to statements that describe "Trick or Treat" or "Putting It Off." A statement may be used for both stories.

Statement	"Trick or Treat"	"Putting It Off"
It includes a narrator who observes an event but does not experience the story.		
It includes dialogue.		
It includes the thoughts of the main character.		
It includes a narrator who tells about the events as he or she experiences them.		

5 Short Response How does each narrator’s point of view affect how the characters and events are described in “Trick or Treat” and “Putting It Off”? Use at least **two** details from the stories to support your response.



Learning Target

In this lesson, you learned how first- and third-person narration differs. Now, describe how recognizing a narrator’s point of view will help you develop a deeper understanding of story characters and events.
